**Week 1**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What makes a family special? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud*** Text-based comprehension
* Text-based discussion
 |  |
| **Main Selection*** Text-based comprehension
* Text-based discussion

(Whole and Small Group) | Big Book: *What Makes a Family?** Respond to text questions orally from ‘Think Through the Text’ section questions 3, 8, and 9
* ‘Oral Retelling Cards’
 |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**Drawn from the texts | celebrate, family, memories, include, special  |
| **Foundational Skills*** Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high-frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities |

**Week 1**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What makes a family special? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** sequence of activities |
| **Writing*** Response to text
* Culminating task

 Aligned with the EQ and topic  | The Readers’ Notebook (independent reading and written response to text) | Choose one of the following based on the type of writing to be highlighted:1. Using the pictures and the text, describe what makes a family.
2. a. Chose one family from the text. Explain what makes that family special by using the pictures and evidence in the text.

b. *(Optional)* Think about your family. What makes your family special? |
| **Standards**List BASAL standards and writing add writing task that matches culminating task | Reading: Informational TextRI.K.1 RI.K.2, RI.K.3, RI.K.7, RI.K.10 |
| LanguageL.K.1a, L.K.2a |
| Reading: Foundational SkillsRF.K.1b |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What makes a family special? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud*** Text based comprehension
* Text based discussion
 | Read Aloud Project – *Dear Juno*<http://achievethecore.org/page/2549/dear-juno>  |
| **Main Selection*** Text-based comprehension
* Text-based discussion
 |  |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole/Small Group, Independent work)*All students experience all texts and resources regardless of level.* | From the **Leveled Readers:*** *Visiting Grandma and Grandpa*
* *My Family Pictures*
* *When I Was Little*

From the **Vocabulary Readers:*** *Sisters and Brothers*

Other Resources:* “Caden’s Day” - reading passage, vocabulary and comprehension questions

<http://www.readworks.org/passages/cadens-day>* “Kindergarten Read Aloud - What Makes a Family?” – video

<https://www.youtube.com/watch?v=kxBDUPrxXgE>* “Sesame Street – Family Song” – video

<https://www.youtube.com/watch?v=ii_LtHrEiao> |
| **Vocabulary**Drawn from the texts | *Vocabulary from Read Aloud Project lesson:* wondered, stamp, envelope, letter, photograph |
| **Foundational Skills*** Phonemic Awareness
* Concepts of Print
* Fluency
* Word Work
* Phonics and high-frequency words
* Decoding/Encoding
 | Follow the daily **Phonics** and **Fluency** sequence of activities |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What makes a family special? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** sequence of activities |
| **Writing*** Response to text
* Culminating task

Aligned with the EQ and topic  | *Culminating Task -*“What makes Juno’s family special?” |
| **Standards**List BASAL standards and writing add writing task that matches culminating task | Reading: LiteratureRL.K.1, RL.K.3, RL.K.4, RL.K.7 |
| WritingW.K.2 |
| Speaking and ListeningSL.K.1, SL.K.2, SL.K.5, SL.K.6  |
| LanguageL.K.1, L.K.4 |