**Week 1**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How can plants provide for all living things? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud*** Text-based comprehension
* Text-based discussion
 |   |
| **Main Selection (Read Aloud)*** Text-based comprehension
* Text-based discussion

(Whole and Small Group) | Big Book: *Pie in the Sky** All activities and discussions should be guided by the Text X-ray (Zoom in on Key Ideas & Academic Language)
* Respond to text questions orally from ‘Think Through the Text’ section questions 8, 11, 13, and 16
* “Retelling Cards” 2 and 4
 |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**Drawn from the texts | buds, damp, feast, finally, false eye, beak |
| **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:** How can plants provide for all living things? |
|  | **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  | Choose one of the following based on the type of writing to be highlighted:* Using the pictures and the text, draw or write two ways the birds benefited from the tree.
* How did the people and animals benefit from the tree differently?
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.K.1, RL.K.7, RL.K.10  |
| WritingW.K.2, W.K.8 |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How can plants provide for people? |
|  | 1 | 2 | 3 | 4 | 5 |
| **Read Aloud*** Text-based comprehension
* Text-based discussion
 | Read Aloud Project – *The Tortilla Factory*<http://achievethecore.org/page/2583/the-tortilla-factory> |
| 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**:* *We Like Apples*

From the **Vocabulary Readers**:* *Snack Time*

**Read Aloud Book**:* *Bread Comes to Life*

**Paired Selection:*** *From Apple Tree to Store*

Other Resources: * “Vital Vegetables” reading passage: <https://www.getepic.com/>
* “Maple Trees” reading passage: <https://www.getepic.com/>
* “Growing Vegetables” ELL background video- Journey’s: <https://www-k6.thinkcentral.com/content/hsp/reading/journeys2014/na/common/video_based_projects_te_9780544023703_/lesson4.html>
 |
| **Vocabulary**Drawn from the texts | *Vocabulary from Read Aloud Project lesson –*worked, golden, flour, machinery, factory, dough, package |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How can plants provide for people? |
|  | **1** | **2** | **3** | **4** | **5** |
| **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 |
| **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 –* Use words and pictures to describe how corn provides for people in, *The Tortilla Factory*. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks.  | Reading: Informational TextRI.K.1, RI.K.3, R.I.K.7, R.I.K.10 |
| WritingW.K.2, W.K.8  |