**Week 1**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question**: How did the changes in Alphonse affect the characters in the story? |
|  | **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) | The Mysterious Tadpole* Retelling Card #102
* Think Through the Text - ( Questions- 1, 4, 7 (How did the changes in Alphonse make Louis feel? i.e. frustrated, upset…), 9, 11, 12, 13, 16, 17,19
* Text X-Ray
 |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**Drawn from the texts | suspiciously, out of control, astounded, ordinary, sensible, confused |
| **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 did the changes in Alphonse affect the characters in the story? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| **Writing*** Response to text
* Culminating task

 Aligned with the EQ and topic | * Write a paragraph sequencing the changes in Alphonse and how the changes affected the characters in the story.
* Create a foldable to illustrate the changes in Alphonse by citing evidence from the text.
* Create a T-chart with a caption on one side of the changes in Alphonse and another caption of how the characters responded to those changes.
* Write a narrative explaining what you would do if you had a pet that kept growing.
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: LanguageRL.2.3, RL.2.5, RL.2.7  |
| Reading: Informational TextRI.2.6  |
| WritingW.2.1, W.2.3, W.2.5, W.2.8  |

**Week 2**

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| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question**: What is the life cycle of a frog and how do the changes affect the behaviors (adapting to its environment) of the frog? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud*** Text-based comprehension
* Text-based discussion
 |  |
| **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.* | Life Cycle of a Frog<http://www.readworks.org/passages/life-cycle-frog>A Frog’s Life<http://www.readworks.org/passages/frogs-life> The Life Cycle of a Frog (ages 6-8)<https://getepic.com> Frogs<https://www.brainpop.com/science/diversityoflife/amphibians/> Read Aloud Project: Frogs by Nic Bishop <http://achievethecore.org/page/2436/frogs>  |
| **Vocabulary**Drawn from the texts |  |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What is the life cycle of a frog and how do the changes affect the behaviors (adapting to its environment) of the frog? |
|  | **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** and **Spelling** sequence of activities |
| **Writing*** Response to text
* Culminating task

Aligned with the EQ and topic | * Write a paragraph sequencing the changes of a frog and how the changes affect its behavior(s) (adapting to its environment).
* Create a foldable illustrating the changes in a frog during its life cycle by citing evidence from the text.
* Create a T chart with the headings: Stages of the Life Cycle of a Frog on one side and Stage Effects (how it adapts to its environment) on the other side.
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.2.5 |
| Reading: Informational TextRI.2.3, RI.2.6, RI.2.7 |
| WritingW.2.2, W.2.3, W.2.5, W.2.7, W.2.8 |