**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What are the dangerous effects of storms? | | | | | |
|  | **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) | *Super Storms*  Respond to text questions orally and/or in writing from the Retelling Cards (oral language) | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | beware, flash, strike, destroy, prepare, damage, prevent, equal | | | | |
| **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 are the dangerous effects of storms? | | | | | |
|  | **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 | 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. Describe how storms can be dangerous using the pictures and the text. 2. Choose one type of super storm from the text. Explain the storm using facts from the text and the dangers it has. 3. Imagine you were in a super storm, write some way you could stay safe and protected from danger. Use evidence from the text to support your answer. | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10 | | | | |
| Writing  W.2.2 | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What are the negative effects of storms? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | Read Aloud Project – The Storm Book <http://achievethecore.org/page/2598/the-storm-book> | | | | |
| **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:**   * *Lessons about Lightening* * *A Snowy Day* * *What is in the Wind?*   Read Aloud at Beginning of Lesson:   * Floods: Dangerous Water   Other Resources:   * Text Set, Expert Pack – Wild Weather <http://achievethecore.org/page/2717/expert-pack-wild-weather> * Read Aloud Project – Thunderstorms (time permitting during week 1 or 2) <http://achievethecore.org/page/2591/thunderstorms> | | | | |
| **Vocabulary**  Drawn from the texts | Use vocabulary from Read Aloud Project | | | | |
| **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 are the negative effects of storms? | | | | | |
|  | **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 | Use Culminating Task from Read Aloud Project (See prompt below) :   * Teacher says something like, “We determined that this is the same storm. Write about how the storm moved and changed from setting to setting. You may use the evidence that you wrote on your notecard to support your answer or the chart we created as a class.” * Students will compose a paragraph using information from the chart and notecard to explain how this storm moved and changed from setting to setting. Students should use proper capitalization, spelling, and punctuation in their paragraphs. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.2, RI.2.3, RI.2.7, RI.2.10 | | | | |
| Writing  W.2.2 | | | | |