**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How do our senses make us more aware? | | | | | |
|  | **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: *My Five Senses*   * All activities and discussions should be guided by the Text X-ray (Zoom in on Key Ideas & Academic Language) * Orally respond to “Think Through the Text” questions 2, 8, 9 * “Retelling Cards” 3 and 4 (cards and suggested prompts) | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | sense(s), sight, hearing, taste, touch, smell, aware | | | | |
| **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 do our senses make us more aware? | | | | | |
|  | **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 | Shared Writing:  How did the boy in the story use his senses to become more aware? Use pictures and text to support your answer.  Independent Writing:  Part A. Look at the picture on page 21. How is the boy using four of his senses to be more aware?  Part B. Draw a picture and write a sentence describing how you use your senses to become more aware. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.7, RI.K.10 | | | | |
| Writing  W.K.2, W.K.8 | | | | |
| Speaking and Listening  SL.K.2, SL.K.5, SL.K.6 | | | | |
| Language  L.K.1, L.K.2, L.K.6 | | | | |

**Week 2**

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| **Grades K-2** | **DAYS** | | | | | |
| **Essential Question:** How do our senses make us more aware? | | | | | | |
|  | **1** | | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | | Read Aloud Project - *Hello Ocean*  <http://achievethecore.org/page/2571/hello-ocean> | | | | |
| **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.* | | Read Aloud Book:   * *Listen, Listen* by Phillis Gershator   Other Resources:   * Expert Pack: Human Body, Five Senses:   <http://achievethecore.org/page/2711/expert-pack-human-body-five-senses>   * “Your Five Senses” – reading passage, vocabulary, and comprehension questions:   <http://www.readworks.org/passages/your-five-senses>   * My Five Senses – video   [https://www.youtube.com/watch?v=YT4nK7bQSmU](https://www.youtube.com/watch?v=YT4nK7bQSmU%20) | | | | |
| **Vocabulary**  Drawn from the texts | | *Vocabulary from Read Aloud Project Lesson:* hue, amber, speckled, aroma, fragrant | | | | |
| **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**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How do our senses make us more aware? | | | | | |
|  | **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 -*  Using the pictures, text, and flipbook created throughout the lesson, explain how the girl used her senses to become more aware of the ocean. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7 | | | | |
| Writing  W.K.2, W.K.8 | | | | |
| Speaking and Listening  SL.K.3, SL.K.6 | | | | |
| Language  L.K.1, L.K.2, L.K.4 | | | | |