**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How did the art teacher inspire Vashti’s feelings about art to change? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | Source: Journeys – “The Art Contest” | | | | |
| **Main Selection (Read Aloud)**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | **The Dot**  Use Text X-Ray and Oral Re-telling Cards to guide questioning  Use Thinking through Text questions 3, 5, 9, 10b, 12a, 12b, 13a, 13b, 14, 15 | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| Vocabulary  Drawn from the texts | blank, gazing, notice, squiggle, straight, swirly, experimenting, encourage, retorted, persistent, superb | | | | |
| **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 art teacher inspire Vashti’s feelings about art to change? | | | | | |
|  | **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 | What events helped Vashti change her feelings about art?  Cite evidence from the text. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.1, RL.3, RL.10 | | | | |
| Writing  W.1.8 | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How can we be inspired by the words and actions of others? | | | | | |
|  | **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.* | From the **Leveled Readers**:   * *A Surprise for Ms. Green* by James Brissette * *Our School* by Charla Rincon * *The Bumpy Snowman* by Lisa Torres * *Paco’s Snowman* by Lisa Torres   **Supplemental Materials**  *Willow* by Denise Brennan- Nelson and Rosemarie Brennan - [https://www.getepic.com](https://www.getepic.com/app/search)  Magic Trash: The Story of Tyree Guyton and his Art by J.H. Shapiro - [https://www.getepic.com](https://www.getepic.com/app/search)  Sequel to *The Dot----Ish by* Peter H. Reynolds - <https://www.youtube.com/watch?v=vpICaczeQ9o> and <https://www.youtube.com/watch?v=ApvQWsgS9NM> | | | | |
| **Vocabulary**  Drawn from the text | above, bear, even, pushed, studied, surprised, teacher, toward, decide, effort, perform | | | | |
| **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:** How can we be inspired by the words and actions of others? | | | | | |
|  | 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 | **Writing Task Options:**   1. The local newspaper is writing a series of articles about inspiring people! Select one character from the books we have read this week to submit. Use details from the text to explain how this character inspired others to change.  *(Teacher Note: Could also use the same prompt context to design an “Inspiring People” themed Wheaties cereal box or to write “Thank you for inspiring me cards” from one character to the other).* 2. Think about the stories The Dot and Willow. Compare and contrast the changes that occurred in the characters in both stories. Use evidence from the text to support your answer. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.1, RL.3, RL.9, RL.10 | | | | |
| Writing  W.1.1 | | | | |