**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **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**

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| **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: Literature  RL.K.1, RL.K.7, RL.K.10 | | | | |
| Writing  W.K.2, W.K.8 | | | | |

**Week 2**

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| **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**

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| --- | --- | --- | --- | --- | --- |
| **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 Text  RI.K.1, RI.K.3, R.I.K.7, R.I.K.10 | | | | |
| Writing  W.K.2, W.K.8 | | | | |