**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: Language  RL.2.3, RL.2.5, RL.2.7 | | | | |
| Reading: Informational Text  RI.2.6 | | | | |
| Writing  W.2.1, W.2.3, W.2.5, W.2.8 | | | | |

**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** |
| **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: Literature  RL.2.5 | | | | |
| Reading: Informational Text  RI.2.3, RI.2.6, RI.2.7 | | | | |
| Writing  W.2.2, W.2.3, W.2.5, W.2.7, W.2.8 | | | | |