**Week 1**

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| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:**  How does Frog help Toad overcome the challenge of flying a kite? | | | | | |
|  | **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 Kite” from Days with Frog and Toad (fantasy, 420L)   * Use *Zoom In* on Key Ideas and Academic Language to guide questioning. * TE 2 - On page 90: What do the words and pictures tell you about the meadow? * TE (Closer Look): Is the meadow a good place for Frog and Toad to fly their kite? Why or why not? * TE (Closer Look): How can you tell that Frog and Toad are friends? | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | across, head, second, ball, heard, should, cried, large, meadow, thud, crashed, blustery, hopeless, asserted, triumphantly | | | | |
| **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 does Frog help Toad overcome the challenge of flying a kite? | | | | | | |
|  | **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 Options: Could be shared writing experience or independent. | | | 1. Why was Toad successful in flying his kite? Cite examples from the text. 2. Is Frog a good friend? Using evidence from the text, explain how Frog was or was not a good friend. (opinion) 3. What made it difficult for Toad to fly the kite? Cite examples from the text. | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.1.2, RL.1.4, RL.1.10 | | | | | |
| Writing  W.1.1 | | | | | |
| Speaking and Listening  SL.1.2 | | | | | |

**Week 2**

| **Grades K-2** | **DAYS** | | | | |
| --- | --- | --- | --- | --- | --- |
| **Essential Question:** How does friendship help characters overcome challenges? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion |  | | | | |
| **Main Selection**   * Text-based comprehension * Text-based discussion | **Optional:** “The Kite” from Days with Frog and Toad | | | | |
| **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.* | Leveled Readers:   * The Sand Castle, The Sailboat Race and A Chunk of Cheese   Other Resources:   * Read Aloud - “Two Bobbies” <http://achievethecore.org/page/2544/two-bobbies>   + Optional related resource “Two Bobbies” news video: <https://www.youtube.com/watch?v=IqLxtHR6x70> * “A Good Friend” – reading passage   <http://treasures.macmillanmh.com/assets/extras/0001/3050/G3U2_A_Good_Friend_Student_Passage.pdf>   * “A Ladybug Goes for a Walk” video - A Read-Aloud With Illustrations - <http://www.watchknowlearn.org/Video.aspx?VideoID=28750&CategoryID=7748>   Related Texts:   * “Those Shoes” Written by [Maribeth Boelts](http://www.scholastic.com/teachers/bookwizard/books-by/maribeth-boelts) (AD680L)   <https://www.youtube.com/watch?v=v4Bwre2HELA>   * “Wilfrid Gordon McDonald Partridge” Written by Mem Fox (AD760L)   Read Aloud Online: <http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/> | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary Activity | | | | |
| **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 does friendship help characters overcome challenges? | | | | | | |
|  | **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 | Complete the Writing Process (edit, revise, publish through technology) with the Culminating Task from previous week  *Extension: Using one of the supplemental resources or texts, explain how friendship helped a character overcome a challenge.* | | | | | |
| Editing Checklist (based on our district/school created) | Rewrite a polished copy based on Editing Checklist | Partner edit/read through for understanding | | Type piece on computer  OR  Rewrite based on partner suggestions | Illustrate piece on computer  OR  Type piece on computer |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.1.2, RL.1.4, RL.1.10 | | | | | |
| Writing  W.1.1 | | | | | |
| Speaking and Listening  SL.1.2 | | | | | |