**Week 1**

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| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How are mammals different from other animal groups? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | Optional Supplemental Text:  The Uglified Ducky: A Maynard Moose Tale by Willy Claflin, James Stimson | | | | |
| **Main Selection (Read Aloud)**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | **Main Selection: Animal Groups**  Use Text X-Ray questions to guide questioning  “Think Through the Text” Question 1 and “Think Aloud”, 9, 11, 14, 15  Guided Oral Summary Cards | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | fish, reptile, amphibian, bird, mammal, group, breathe, scales, skin, fly, feathers, eyes, hair, similar, camouflage, typical | | | | |
| 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 are mammals different from other animal groups? | | | | | |
|  | **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 | **Animal Group Reports:** Choose an animal group from one of our non-fiction texts. Write a topic sentence to introduce your animal group. Write supporting sentences to describe the characteristics and behaviors of your animal group based on facts you learned from the text. Write a concluding sentence. | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.1.5, RI.1.7, RI.1.9, RI.1.10 | | | | |
| Writing  W.1.2, W.1.5 | | | | |

**Week 2**

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| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How are animals grouped? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | Is Your Mama a Llama? by Deborah Guarino and Steven Kellogg | | | | |
| **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.* | All Leveled Readers/Vocabulary Reader   * Making a Home * Many Kinds of Bats * Bald Eagles   Additional Resources:   * Book: Animals Called Mammals - <https://www.getepic.com/book/7723674/animals-called-mammals> * Poem/Song: <http://www.totally3rdgrade.com/animals_belong_in_class.html> * Game: <http://www.sheppardsoftware.com/content/animals/kidscorner/games/animalclassgame.swf> * Video: *Brainpop Jr.* - “Classifying Animals” <https://jr.brainpop.com/science/animals/classifyinganimals/> | | | | |
| **Vocabulary**  Drawn from the texts | fish, reptile, amphibian, bird, mammal, group, breathe, scale, skin, fly, feathers, eyes, hair, classification, habitat, characteristics, vertebrate, invertebrate, camouflage, nocturnal, animal classes, migrate, exoskeleton | | | | |
| **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 are animals grouped? | | | | | |
|  | **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 | Revise with a partner and begin final copy. Finish final copy, picture and labels, share and post.  Option: Digital final copy. QR codes to allow others to scan and read your reports. (Option: create a google drive folder to house digital copies of reports. Use each file’s URL to generate a QR code using a site such as qrstuff.com). | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.1.5, RI.1.7, RI.1.9, RI.1.10 | | | | |
| Writing  W.1.6, W.1.7, W.1.8 | | | | |