**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How do Officer Buckle and Gloria demonstrate that “sticking with a buddy” worked out better than working alone? | | | | | |
|  | 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) | **Officer Buckle and Gloria** (humorous fiction, 560L)   * Respond to text questions orally and/or in writing from the Guided Summary – Oral Language (cards and questions) * All activities and discussions should be guided by the **Text X-ray** (Think Through the Text #1, 3, 6, 12, 14, Analyze the Text p. 515, Daily Assessment box p. T418, A Closer Look, p. T419) | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | banner, obeys, commands, tip, expression, electrical storm, shocked, “eyes popped”, “audience roared”  Quick explanations: thumbtack, swivel chair | | | | |
| **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 do Officer Buckle and Gloria demonstrate that “sticking with a buddy” worked out better than working alone? | | | | | |
|  | **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 | Reader’s Notebook p. 222   * What caused Officer Buckle to make Safety Tip #101? Is this always a good rule? Explain your reasons. * Would this story still be funny if the author left out the pictures? Give reasons for your answer. * How do Officer Buckle’s feelings about his safety presentations change from the beginning of the story to the end? * When Officer Buckle and Gloria started giving presentations together, kids started listening and accidents stopped happening. Why did Officer Buckle decide to stop giving presentations with Gloria? | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.2.1, RL.2.3, RL.2.7 | | | | |
| Writing  W.2.1, W.2.2 | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | DAYS | | | | |
| **Essential Question:** What kinds of jobs can dogs have? | | | | | |
|  | **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:**   * Firedog   **Other Resources:**   * “Working Dogs” – video - <https://www.youtube.com/watch?v=6j9X3Fnswmp> * Sled Dogs (Epic!) * Police Dogs (Epic!) * Therapy Dogs (Epic!) * Lifeguard Dogs (Epic! p. 4-5, 18-21) * “Dogs at Work” – article - <http://www.highlightskids.com/stories/dogs-work> * “Goooooood Booooooy!” – article - <https://newsela.com/articles/healthcare-dogs/id/6259/> | | | | |
| **Vocabulary**  Drawn from the texts | trained, trainer, handler, obedience, commands | | | | |
| **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:** What kinds of jobs can dogs have? | | | | | |
|  | **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 | 1. What do the dogs we have read about, over the course of the two weeks, have in common? What is different about them? 2. Think back on the different service dogs we have read about. Which type of these service dogs would you want to train? Why? 3. Choose one of the types of service dogs. Write about a typical day from the dog’s point of view. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.2, RI.2.3, RI.2.9 | | | | |
| Writing  W.2.1, W.2.2, W.2.3 | | | | |