**Week 1**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How do special animal body parts help them to survive? |
|  | **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) | **Amazing Animals – Unit 5, Lesson 22**All text discussion and activities should be driven by Text X-Ray (Zoom in on Key Ideas AND Zoom in on Academic Language).  |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| VocabularyDrawn from the texts | thick, spray, herd, reach, tube, beak, tusk, trunk, hump, quill, young, follow, until, amazing, function, incredible  |
| 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 special animal body parts help them to survive? |
|  | **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  |  | **Amazing animal contest! (Week 1)** Looking for the winner of the “Most Amazing Animal Adaptations Award.” Select an animal from the text you think should win. Submit a picture and tell why it is the MOST amazing of all!  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.1.1, RL.1.3 |
| Reading: Informational TextRI.1.6 |
| WritingW.1.2 |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | DAYS |
| **Essential Question:** How do special animal body parts help them to survive? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud*** Text-based comprehension
* Text-based discussion
 | Read Aloud Project: National Geographic Kids Bird Guide of North America<http://achievethecore.org/page/2424/national-geographic-kids-bird-guide-of-north-america>  |
| **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.* | Leveled Readers: * How Animals Move
* Tiny Baby Kangaroos
* Baby Kangaroos

Additional resources: * How Animals Stay Safe - <http://www.readworks.org/passages/how-animals-stay-safe>
* Let’s Talk About Insects - <http://extension.illinois.edu/insects/28.html>

Videos: * Camouflage - <https://jr.brainpop.com/science/animals/camouflage/search/>
* What do you do with a tail like this? - <http://www.watchknowlearn.org/Video.aspx?CategoryID=9482&VideoID=34368>
 |
| **Vocabulary**Drawn from the texts | Vocabulary from selected resources listed above  |
| **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 do special animal body parts help them to survive? |
|  | **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  |  | **Zoo Tour (Week 2)** Pretend you work at the zoo. You take a group of kids to visit different animal exhibits. Show them your favorite animal or animals from the text. What is this animal like? What body parts help it to survive in its habitat?  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.1.1, RL.1.3 |
| Reading: Informational TextRI.1.6 |
| WritingW.1.2 |