**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What do chameleons do to help them 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) | Big Book: *Chameleon, Chameleon*   * All activities and discussions should be guided by the Text X-ray (Zoom in on Key Ideas & Academic Language) * Respond to text questions orally from ‘Think Through the Text’ section questions 2, 3, 7, and 11 * “Retelling Cards” 1 and 2 | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | gecko, harm, welcomes, survive, dangerous, greets | | | | |
| **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:** What do chameleons do to help them survive? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** sequence of activities | | | | |
| **Writing**   * Response to text * Culminating task   Aligned with the EQ and topic | Shared Writing:  Create a four-square anchor chart describing what the chameleon does when he encounters other animals (gecko, scorpion, caterpillar and chameleon).  Use the anchor chart for small group or independent writing.  Small Group or Independent Writing:  *Choose one of the following*   1. The text says that the Chameleon creeps and “steps” slowly. Using the pictures and text, explain how this helps the chameleon survive. 2. Using the pictures and the text, draw or write what the chameleon does to survive. | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.K.1, RI.K.7, RI.K.10 | | | | |
| Speaking and Listening  SL.K.2 | | | | |
| Writing  W.K.8 | | | | |

**Week 2**

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| **Grades K-2** | **DAYS** | | | | | |
| **Essential Question:** What do animals do to survive? | | | | | | |
|  | 1 | | 2 | 3 | 4 | 5 |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | | Read Aloud Project - *Jack Rabbit*  <http://achievethecore.org/page/2422/jackrabbit> | | | | |
| **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**:   * *What Animals Eat* * *Bugs for Dinner*   From the **Vocabulary Readers**:   * *The Lion*   **Paired Selection**:   * *Amazing Animal Bodies*   **Read Aloud Book**:   * *Red Eyes or Blue Feathers*   Other Resources:   * “Keeping Cool” reading passage, vocabulary and comprehension questions: <http://www.readworks.org/passages/keeping-cool> * “Busy Bird: reading passage, vocabulary, and comprehension questions: <http://www.readworks.org/passages/busy-bird> * “Strategies for Animal Survival 1 Animal Video” – video   [https://www.youtube.com/watch?v=YOIRci0CKzg](https://www.youtube.com/watch?v=YOIRci0CKzg%20) | | | | |
| Vocabulary  Drawn from the texts | | *Vocabulary from Read Aloud Project lesson-*  leap, circling, zig-zag; enemy, disappear, freeze, rustle, clump | | | | |

**Week 2**

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| **Grades K-2** | **DAYS** | | | | | |
| **Essential Question:** What do animals do to survive? | | | | | | |
|  | **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** sequence of activities | | | | |
| **Writing**   * Response to text * Culminating task   Aligned with the EQ and topic | | *Culminating Task:*  Using the pictures and illustrations in the text, draw a picture and write a sentence describing a characteristic that helps jackrabbits survive. | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | | Reading: Literature  RL.K.1, RL.K.7, RL.K.10 | | | | |
| Writing  W.K.2, W.K.8 | | | | |