**Week 1**

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| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** How were the animals in *Animals Building Homes* helped by their homes? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion |  | | | | |
| **Anchor Text (Read Aloud)**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Animals Building Homes (informational text, 630L) * Ask questions # 2, 4, 6, 9 from Think Through the Text * Respond to text orally/or in writing from the Guided Summary Oral Retelling Cards 2, 3 & 4 * Use the first and last Text X-Ray Key Ideas | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | gnaws, trunk, floats, lodge, predators, offspring, survive, shaped, weave, mounds, saliva, protection, winding, deepest, den | | | | |
| **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 were the animals in *Animals Building Homes* helped by their homes? | | | | | |
|  | **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 | The Readers Notebook pg. 83/84 (independent reading and written response to the text) | | | 1. Choose two animals from the text. Using evidence from the text, explain how the animals were helped by their homes. Draw an illustration to support your writing. 2. Choose from protection from predators, shelter from the weather, or raising offspring. Explain how at least two different animals created homes for this purpose. Use examples from the text to support your writing. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.2.1, RI.2.4, RI.2.6, RI.2.10 | | | | |
| Writing  W.2.2, W.2.8 | | | | |

**Week 2**

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| **Grades K-2** | DAYS | | | | |
| **Essential Question:** How are animals helped by their homes? | | | | | |
|  | **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.* | Leveled Readers:   * A Busy Beaver * The Lives of Ants:   Section: Homes in the Ground (p 6/7)  PBS Video – Habitat: Animal Homes  <http://www.pbslearningmedia.org/resource/nat15.sci.lisci.anihome/habitat-animal-homes/>    Habit Game  <http://switchzoo.com/games/habitatgame.htm>  Additional Online Readers for Students:  [www.getepic.com](http://www.getepic.com) (Free Account)  Homes of Living Things  Rapping about Animal Homes  Animal Habitats | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | | |
| **Essential Question:** How are animals helped by their homes? | | | | | | |
|  | **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** 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 | | | | | |
| 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: Informational Text  RI.2.1, RI.2.4, RI.2.6, RI.2.10 | | | | | |
| Writing  W.2.2, W.2.5, W.2.6 | | | | | |