Week 1

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | DAYS | | | | |
| **Essential Question:** How do animals communicate? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud   * Text based comprehension * Text based discussion | Prairie Dogs (Teacher Read Aloud)   * Questions 1-4 * How do prairie dogs communicate? Collect this evidence to use in answering the questions for the Main Selection. | | | | |
| Main Selection (Read Aloud)   * Text based comprehension * Text based discussion   (Whole and Small Group) | *How Animals Communicate* by William Muñoz   * Use the Text X-Ray to guide discussion * Ask “Think Through the Text” Questions 1, 2, 4 (2nd question), 5, 6, 7, 9 * Use Retelling Cards | | | | |
| Building Knowledge   * Read Aloud * ~~Leveled readers~~ * Paired Text (Read Together) * Use District Guided Reading Books * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| Vocabulary  Drawn from the texts | animal, communicate, messages, mate, warn, hear, sound, touch, sight | | | | |
| 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 animals communicate? | | | | | |
|  | 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, top of page 96 only  Use a public chart to collect evidence of animals communicating using sound, touch, smell or sight.  *Choose either prompt 1 or 2 (or let students self-select):*   1. Choose one animal we have read about this week, and explain how and why it communicates. Be sure to use what you have learned from reading. (Continues into week 2) 2. Draw a diagram of an animal communicating. Describe how and why it is communicating with a caption and heading, be sure to say if it is using sound, sight, sight, touch or smell. (Continues into week 2)   \*Prompts could be used in a variety of ways. Prompt one could be used in week one (independently or as a shared writing activity) and prompt two used as a culminating activity for week 2. Or, teacher or students could choose one prompt to work on both weeks. | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Writing  W.1.1 | | | | |
| Reading: Informational Text  RI.1.1, RI.1.5, RI.1.10 | | | | |

Week 2

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| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | DAYS | | | | |
| **Essential Question:** How do animals communicate? | | | | | |
|  | 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) * Use District Guided Reading Books * Supplemental Materials   (Whole/Small Group, Independent work)  **All students experience all texts and resources regardless of level** | * ~~Animal Talk (Vocabulary Reader)~~ * Prairie Dogs T112 * Insect Messages T160 * ~~Dog Talk (Leveled Reader)~~ * Readworks.org- Elephant Tales (4th grade text, best as read aloud)   <http://www.readworks.org/passages/elephant-tales>   * Natureworks Video: Natural Communication (there is an intro, and then it is broken into 3 animal sections: red fox, song birds, and frogs. It is divided on the bar and easy to navigate to just specific animals. Note: the red fox talks about anal glands and feces as a scent, it is the first animal clip, if you wish to skip).   <http://video.nhptv.org/video/1491134392/>   * Primary Science- Animal Communication   [https://www.youtube.com/sightwatch?v=i74RbATjBk4](https://www.youtube.com/watch?v=i74RbATjBk4) | | | | | |
| Vocabulary  Drawn from the texts | Use the Rolling Vocabulary journal to collect words from the resources for the week | | | | | |
| 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 animals communicate? | | | | | |
|  | 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 | *Choose either prompt 1 or 2 (or let students self-select):*   1. Choose one animal we have read about this week, and explain how and why it communicates. Be sure to use evidence from the text. 2. Draw a diagram of an animal communicating. Describe how and why it is communicating with a caption and heading, be sure to say if it is using sound, hearing, touch, or smell. | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | Writing  W1.1 | | | | |
| Reading: Informational Text  RI.1.1, RI.1.5, RI.1.10 | | | | |