Week 1

|  |  |
| --- | --- |
| **Grades K-2** | DAYS |
| **Essential Question:** How are mammals different from other animal groups? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Optional Supplemental Text: The Uglified Ducky: A Maynard Moose Tale by Willy Claflin, James Stimson |
| Building Knowledge* Read Aloud
* ~~Leveled readers~~
* Paired Text (Read Together)
* Use District Guided Reading Books
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| VocabularyDrawn from the texts | fish, reptile, amphibian, bird, mammal, group, breathe, scales, skin, fly, feathers, eyes, hair, similar, camouflage, typical |
| 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 are mammals different from other animal groups? |
|  | 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  | **Animal Group Reports:** Choose an animal group from one of our non-fiction texts. Write a topic sentence to introduce your animal group. Write supporting sentences to describe the characteristics and behaviors of your animal group based on facts you learned from the text. Write a concluding sentence. |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.1.5, RI.1.7, RI.1.9, RI.1.10 |
| WritingW.1.2, W.1.5 |

Week 2

|  |  |
| --- | --- |
| **Grades K-2** | DAYS |
| **Essential Question:** How are animals grouped? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 | Is Your Mama a Llama? by Deborah Guarino and Steven Kellogg |
| 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** | ~~All Leveled Readers/Vocabulary Reader~~* ~~Making a Home~~
* ~~Many Kinds of Bats~~
* ~~Bald Eagles~~

Additional Resources: * Book: Animals Called Mammals - <https://www.getepic.com/book/7723674/animals-called-mammals>
* Poem/Song: <http://www.totally3rdgrade.com/animals_belong_in_class.html>
* Game: <http://www.sheppardsoftware.com/content/animals/kidscorner/games/animalclassgame.swf>
* Video: *Brainpop Jr.* - “Classifying Animals” <https://jr.brainpop.com/science/animals/classifyinganimals/>
 |
| VocabularyDrawn from the texts | fish, reptile, amphibian, bird, mammal, group, breathe, scale, skin, fly, feathers, eyes, hair, classification, habitat, characteristics, vertebrate, invertebrate, camouflage, nocturnal, animal classes, migrate, exoskeleton |
| 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 are animals grouped? |
|  | 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  | Revise with a partner and begin final copy. Finish final copy, picture and labels, share and post.Option: Digital final copy. QR codes to allow others to scan and read your reports. (Option: create a google drive folder to house digital copies of reports. Use each file’s URL to generate a QR code using a site such as qrstuff.com).  |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | Reading: Informational TextRI.1.5, RI.1.7, RI.1.9, RI.1.10 |
| WritingW.1.6, W.1.7, W.1.8 |