Week 1

|  |  |
| --- | --- |
| **Grades K-2** | DAYS |
| **Essential Question:**  How does Frog help Toad overcome the challenge of flying a kite? |
|  | 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) | “The Kite” from Days with Frog and Toad (fantasy, 420L)* Use *Zoom In* on Key Ideas and Academic Language to guide questioning.
* TE 2 - On page 90: What do the words and pictures tell you about the meadow?
* TE (Closer Look): Is the meadow a good place for Frog and Toad to fly their kite? Why or why not?
* TE (Closer Look): How can you tell that Frog and Toad are friends?
 |
| 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 | across, head, second, ball, heard, should, cried, large, meadow, thud, crashed, blustery, hopeless, asserted, triumphantly  |
| 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 does Frog help Toad overcome the challenge of flying a kite? |
|  | 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  | Writing Options: Could be shared writing experience or independent. | 1. Why was Toad successful in flying his kite? Cite examples from the text.
2. Is Frog a good friend? Using evidence from the text, explain how Frog was or was not a good friend. (opinion)
3. What made it difficult for Toad to fly the kite? Cite examples from the text.
 |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.1.2, RL.1.4, RL.1.10 |
| WritingW.1.1 |
| Speaking and ListeningSL.1.2 |

Week 2

| **Grades K-2** | DAYS |
| --- | --- |
| **Essential Question:** How does friendship help characters overcome challenges? |
|  | 1 | 2 | 3 | 4 | 5 |
| Read Aloud* Text based comprehension
* Text based discussion
 |  |
| Main Selection* Text based comprehension
* Text based discussion
 | **Optional:** “The Kite” from Days with Frog and Toad |
| 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** | ~~Leveled Readers:~~* ~~The Sand Castle, The Sailboat Race and A Chunk of Cheese~~

Other Resources:* Read Aloud - “Two Bobbies” <http://achievethecore.org/page/2544/two-bobbies>
	+ Optional related resource “Two Bobbies” news video: <https://www.youtube.com/watch?v=IqLxtHR6x70>
* “A Good Friend” – reading passage

<http://treasures.macmillanmh.com/assets/extras/0001/3050/G3U2_A_Good_Friend_Student_Passage.pdf>* “A Ladybug Goes for a Walk” video - A Read-Aloud With Illustrations - <http://www.watchknowlearn.org/Video.aspx?VideoID=28750&CategoryID=7748>

Related Texts* “Those Shoes” Written by [Maribeth Boelts](http://www.scholastic.com/teachers/bookwizard/books-by/maribeth-boelts) (AD680L)

<https://www.youtube.com/watch?v=v4Bwre2HELA>* “Wilfrid Gordon McDonald Partridge” Written by Mem Fox (AD760L)

Read Aloud Online: <http://www.storylineonline.net/wilfrid-gordon-mcdonald-partridge/> |
| VocabularyDrawn from the texts | Complete Rolling Vocabulary Activity |
| 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 does friendship help characters overcome challenges? |
|  | 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  | Complete the Writing Process (edit, revise, publish through technology) with the Culminating Task from previous week*Extension: Using one of the supplemental resources or texts, explain how friendship helped a character overcome a challenge.* |
| 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 computerORRewrite based on partner suggestions | Illustrate piece on computerOR Type piece on computer |
| StandardsList Reading and Writing standards related to the texts, questions and tasks.  | Reading: Literature RL.1.2, RL.1.4, RL.1.10 |
| WritingW.1.1 |
| Speaking and ListeningSL.1.2 |