**Week 1**

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| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How do Emperor Penguins care for their young? |
|  | **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) | *Penguin Chick** Use the Text X-Ray and Guided Summary cards to guide questions
* Think Through the Text questions: 1 (modified to: What did we learn about the weather in Antarctica?), 2, 7, 9, 11
* Analyze the Text Questions
* Student Book page 215, modified to “Why does the mother penguin have to leave? Why does the father stay?”
* Pages 218-219 of student text asks:
	+ How does the mother find her way back to the father? What happens if the mother doesn’t get back to the rookery in time?
* A Closer Look T28, question: “What other special way of living and surviving in the cold is mentioned in the text?”
 |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| VocabularyDrawn from the texts | calls, otherwise, junior, steer, webbed, waterproof, huddle, down, brood, rookery Quick explanation/demo (does not need to be a focus all week): whistle, slippery  |
| **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 Emperor Penguins care for their young? |
|  | **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 one of the following: 1. How do the parents work together to care for the penguin chick? Use evidence from the text to support your answer.
2. Would it be easy or difficult to be a parent of a penguin chick in Antarctica? Use evidence from the text to support your claim.
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.2.1, RI.2.4 |
| WritingW.2.1, W.2.2 |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What do different types of penguins have in common? How are they different? |
|  | 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.* | * *Penguins* (Leveled Reader)
* *Emperor Penguins* (Paired Text)

**Videos*** Video: Penguins by Encyclopedia Britannica (From Epic!)
* Readworks.org: *Meet the Emperors!*

<http://www.readworks.org/passages/meet-emperors-0>* Galapagos Penguin

<http://a-z-animals.com/animals/galapagos-penguin> * Little Blue Penguin

<http://www.penguins-world.com/little-blue-penguin/> **Fun Additional Read Aloud:** *A Mother’s Journey* (Epic!)  |
| **Vocabulary**Drawn from the texts | flippers, agreed, flightless, regurgitate, down, huddling, molt, carnivorous, colonies, incubate  |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** What do different types of penguins have in common? How are they different? |
|  | **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  | Writing Prompt: How are warm weather and cold weather penguins the same? How are they different? Use facts from the texts we’ve read this week and last week in your writing.  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks.  | Reading: Informational TextRI.2.4, RI.2.9, RI.2.10 |
| WritingW.2.2, W.2.8 |