**Week 1**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How do seeds evolve into food? |
|  | 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) | From Seed to Plant (Informational, 690L)* All activities and discussions should be guided by the **Text X-ray**
* Think Through the Text Questions #2, 5, 6, 7, 9, 10
* Respond to text orally/or in writing from the Guided Summary Oral Retelling Cards (1-4)
 |
| **Building Knowledge*** Read Aloud
* Leveled Readers
* Paired Text (Read Together)
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**Drawn from the texts | grain, pod, soak, soften, root, shoot, nutrition, tasty, ovules, pistil, stigma, pollen, stamens |
| **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 seeds evolve into food? |
|  | **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  | 1. Using evidence from the text write a paragraph explaining how seeds evolve into food.
2. Imagine you are a farmer, describe how your garden grows into food.
3. Create a flip book to explain how a seed grows. Draw pictures to describe each step in the process.
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.2.1, RI.2.3, RI.2.4, RI.2.10 |
| WritingW.2.2  |
| LanguageL.2.4a |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How do seeds evolve into food? |
|  | 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.* | **From The Leveled Readers:*** Plant and Animal Partners
* The Life Cycle of a Tree

 **Other Resources:** * Insects, animals that pollinate plants are dying off, report says

<http://newsela.com/articles/pollinator-decline/?utm_source=email&utm_campaign=share&utm_medium=web>* The Tiny Seed by Eric Carle

<http://www.watchknowlearn.org/Video.aspx?VideoID=48839>* Watch a seed grow

http://mortrek.nfshost.com/TLoPSRG.html* Germination

<http://www.coolkidfacts.com/germination-for-kids/> |
| VocabularyDrawn from the texts | Complete the rolling vocabulary |

**Week 2**

|  |  |
| --- | --- |
| **Grades K-2** | **DAYS** |
| **Essential Question:** How do seeds evolve into food? |
|  | **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  | 1. Continue/revise flip book writing activity from previous week.
2. Complete the formal writing process for one of the other writing tasks.
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks.  | Reading: Informational TextRI.2.1, RI.2.3, RI.2.4, RI.2.10 |
| WritingW.2.2  |
| LanguageL.2.4a |