**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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) |  |  |  |  |  |
| Vocabulary  Drawn 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 Text  RI.2.1, RI.2.4 | | | | |
| Writing  W.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 Text  RI.2.4, RI.2.9, RI.2.10 | | | | |
| Writing  W.2.2, W.2.8 | | | | |