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| **Week** | **Week 1: September 30th-October 4th** | **Week 1 Continue…** |
| **Standards,**  **Activities,**  **&**  **Texts** | **Day 1: Activity 1: Main Topic and Key Details Informational Text**  **RI.1.1 & 2**-I will ask and answer questions about key details in a text.  \*RI.1.7-Use the illustrations and details to describe key details. The illustrations are VERY helpful in describing the habitat.  **L.1.6**-I will learn a new word about animals. (Habitat)    **G:\*I don’t think you have to say this first today. The goals will come as you go through the Smartnotebook document. I can learn what our new unit is about. I can tell a key detail about the topic when we are finished.**  **A: Show You Tube of funny animals. Follow slides. Have students brainstorm what are some key details we would need to learn to be able to write about animals.**  **N: Continue on with slides. Learn about what a habitat is. Sort and classify on the game.**  **A: Have students go to their notebooks. Write the word habitat, write definition, then on the application side draw a picture of a habitat.**  **N: Continue on with slides. Read about the Earthworm pages 6-9.**  **A: As a class fill in the chart with any information you can about the earthworm. If students need to revisit their learning in their notebooks they can.**  **G: Ask the class, have students think-pair-share, round robin, inside/outside circle with their partners/groups “what is our new unit going to be about?” “What do we want to be able to go better by the end?” “What is a habitat?” What is one animal you hope to learn about in this unit?” \*\*\*Listen in for responses.**  **Fluency for today:**  **I Know All the Sounds the Animals Make**  **-whole class read**  **Boys group 1**  **Girls group 2** | **Day 2: Activity 1: Main Topic and Key Details Informational Text**  **G: RI.1.1 & 2**-I will ask and answer questions about key details in a text.  \*RI.1.7-Use the illustrations and details to describe key details. The illustrations are VERY helpful in describing the categories to fill in the chart.  Today is text talk day.  **A**: Turn to your partner and tell them what our new vocabulary word was yesterday that means a  place an animal lives. Hurry before the firework explodes!  **N**: Read earthworms, do text talk vocabulary. Follow the slides on the Smartnotebook document.  **A:** Apply use of the new vocabulary words in the interactive notebooks. Read the new poem Habitats. Add any new information to class chart.  **G:** Score themselves on the goal. Share with a partner their favorite text-talk word from today and how they will use it in their writing.  **\*You can also just inset the GANAG typed out from Susan H that goes with the text talk.**    **Day 4: Activity 1: Main Topic and Key Details-continue focus on habitat and add**  **RI. 1.1-**I will ask and answer questions about key details.  **L.1.6**-I will learn a new word about animals. (Habitat)  **G: I can ask and answer questions key details in a text. I will learn about another animal and habitat.**  **A: Show the slide with the shell. Pair-share with the discussion questions on the slide. Then move into the slide with the ocean expert. Follow Ask, who has been to the beach? As them to describe the setting of the beach. Ask what kinds of animals might make the beach their habitat.**  **N: Read, What Lives in a Shell.**  **A:Answer text dependent questions about the book. Fluency practice**  **G: Revisit rescore** |