**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What tools or special equipment are necessary for astronauts? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Read Aloud**   * Text-based comprehension * Text-based discussion | Astronauts and What They Do by Liesbet Slegers   * Classroom Conversation | | | | |
| **Main Selection (Read Aloud)**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | Anchor text: Let’s Go to the Moon   * Classroom Conversation #2 * Think Through the Text #s 2, 3, 5c, 7a, 7b, 9, 11a, 11b, 11c | | | | |
| **Building Knowledge**   * Read Aloud * Leveled Readers * Paired Text (Read Together) * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | think, before, light, carry, bring, because, show, around, lunar rover, astronaut, space suit, flight, astonishing, examine, explore, shadowy | | | | |
| **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  Long /o/; Long /u/; CV, CVCe; High Frequency Words | | | | |

**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What tools or special equipment are necessary for astronauts? | | | | | |
|  | **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 | **What special tools and equipment do astronauts use on a trip to the moon? Select at least three tools or pieces of equipment. Illustrate, label and write complete sentences about why each is important during a trip to the moon.**   * With prompting and support, students review and recall the special tools and equipment used by astronauts to help them do their job. Students will then draft their response using vocabulary and evidence from the text. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.1.1, RI.1.2, RI.1.7 | | | | |
| Writing  W.1.2, W.1.8 | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What types of experiences do astronauts have on a trip to the moon? | | | | | |
|  | 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.* | **Journey’s Materials:**   * Paired Text- “Mae Jemison” * Advanced leveled reader- “Living & Working in Space” * Read Aloud: One Giant Leap (T14-T15) * ELL Extra Support: Earth & Space Picture Cards (Picture Card Bank); Language Support Card #16; Building Background-Eileen Collins Video Clip   **Supplemental Materials:**   * Expert Pack: All Eyes on the Moon   <http://achievethecore.org/file/2618>   * NASA’s New Frontiers   <https://newsela.com/text-sets/52/science--nasa-frontiers>   * Videos   <http://www.watchknowlearn.org/Video.aspx?VideoID=1375&CategoryID=4522>  <http://www.watchknowlearn.org/Video.aspx?VideoID=27506&CategoryID=6241> | | | | |
| **Vocabulary**  Drawn from the texts | space shuttle, company, science, doctor, astonishing, examine, explore, shadowy | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades K-2** | **DAYS** | | | | |
| **Essential Question:** What types of experiences do astronauts have on a trip to the moon? | | | | | |
|  | **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   * Long /o/; Long /u/; CV, CVCe; High Frequency Words | | | | |
| **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) for Week 1 Culminating Task:**  With a partner, review & discuss the Essential Questions from both weeks. Support children to write in complete sentences and coach them to use text-based vocabulary, describing words and facts from the selection to clearly describe their ideas as they write. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.1.1, RI.1.2 | | | | |
| Speaking and Listening  SL.1.1a, SL.1.1b | | | | |
| Writing  W.1.2, W.1.8 | | | | |