

Read to Be Ready plans for: Plants and their Habitats - Week 1 1st Grade

Standards:

- 1.FL.PC.1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.
- 1.FL.PA.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- 1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.
- a. Know the sound-spelling correspondence for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- g. Recognize and read grade-appropriate irregularly spelled words.
- 1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.
- 1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
- 1.FL.SC.6** Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
- a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences.
- e. Use frequently occurring adjectives. k. End sentences with correct punctuation.
- 1.FL.VA.7b** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- i. Sort words into categories to gain a sense of the concepts the categories represent.
- iii. Identify real-life connections between words and their use.
- iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
- 1.FL.VA.7c** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Science: 1.LS2: Ecosystems: Interactions, Energy, and Dynamics

- 2) Obtain and communicate information to classify plants by where they grow (water, land) and the plant's physical characteristics.
- 3) Recognize how plants depend on their surroundings and other living things to meet their needs in the places they live.

Comprehension skill: Main idea

Phonics: See Curriculum Map

Grammar/Writing: See curriculum map

Unit Focus: plants and animals that grow & live in different habitats

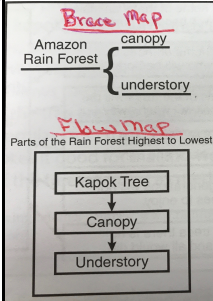
Culminating Task: Students will respond to prompt about what plants need and why we need plants

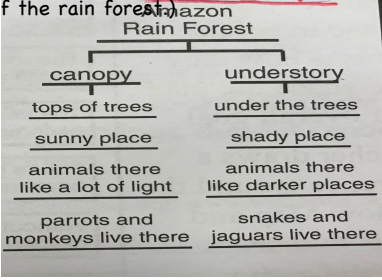
Text Set: this week: The Great Kapok Tree by Lynne Cherry Crinkleroot's Guide to Knowing Animal Habitats by Jim Arnosky


I See a Kookaburra! By Steve Jenkins & Robin Page

Reading Street: A Fox and a Kit Leveled Readers: Time to Eat, This Fox and That Fox, Baby Animals of the Rain Forest

Thinking Maps: Write from the Beginning and Beyond, Response to Text teacher's manual by Jane Buckner, Ed.S.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center Ideas/Resources
M O N D A Y	Before reading <u>The Great Kapok Tree</u> , provide background information on the rain forest by reading the paragraphs facing the title page- after the map of the world page. Two of the levels are canopy and understory. (see page 9 in Thinking Maps manual) - Create simple brace map for students to view. Also create the simple flow map showing highest to lowest level. (the text does not explain the different levels of the rain forest)	Tier 2 words to be explicitly taught this week: <ul style="list-style-type: none"> rain forest canopy understory wither desert smoldering ruined oxygen pollen/pollinate gash lulled 	<p>1. <i>Visually, what about the illustrations in this book help you understand what a rain forest looks like?</i> (LOTS of green foliage - thick with leaves, vines, plants)</p> <p>2. <i>In order for the rain forest to have so much vegetation (plant growth) what must a rain forest have?</i> (sunlight, water, room to grow)</p> <p>3. The rain forest is divided into layers. What two layers did we write in our brace and flow maps?</p> <p>4. Let's create a tree map that will describe those two layers. (see p. 10 in Thinking Maps manual.) Have the class come up with descriptors for the 2 levels on your class chart.</p> <p>(Teacher is modeling for students how to create these maps - great way to</p>	<p>Ask students to copy the brace map, the Flow map, and the tree map in their writing journals.</p>  <p>From Thinking Maps</p>	**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.
	1 st reading of <u>The Great Kapok Tree</u> - Read through the first time without many pauses, except	*Keep these word cards posted for student viewing and use	create these maps - great way to		

	<p>to point out the canopy and understory in illustrations.</p> <p>Note: **The focus of this thematic unit is to explore different habitats, and more specifically the <u>plants that grow in those habitats. The Science standard is related to plants and their needs.</u></p> <p>**We begin with <u>The Great Kapok Tree</u> to correlate with the Reading Street leveled reader, <u>Baby Animals in the Rain Forest.</u></p>	throughout the unit	<p>organize their Visual and word knowledge of the rain forest.)</p>  <p>Example given in Thinking Maps manual on page 10</p>	manual page 9	
TUESDAY	<p>2nd reading of <u>The Great Kapok Tree</u></p> <p>Today's focus will be on the main idea that trees and plants are vital to our survival.</p> <p>During today's reading, stop along the way to discuss the Tier 2 vocabulary words as they appear in the story.</p> <p>Show the vocabulary card – have students repeat the word with you – have students define the word – repeat the word again.</p>	<ul style="list-style-type: none"> rain forest canopy understory wither desert smoldering ruined oxygen pollen/pollinate gash lulled 	<p><i>On the page with the bees, the author writes "...all living things depend on one another," How do animals, including humans, depend on plants?</i></p> <p><i>In what way does the author tell us that plants/trees are so very, very important? Use text evidence in your answer. (example: It is the home to so many animals like the monkeys and the sloth.) (they give animals their homes; provide oxygen; provide protection etc))</i></p> <p><i>What would happen if the trees and plants were gone in the rain forest? ... in Bartlett? (think-pair-share) (the world would have no oxygen; no shade; no homes for animals; no resources for humans, etc.)</i></p> <p><i>On the page with the anteaters the author says "...What happens tomorrow depends on what you do today." What does that mean?</i></p> <p><i>Why do you think the man dropped the ax and walked out of the forest?</i></p> <p><i>What can we do to protect trees and plants?</i></p>	<p>What would happen to our world if we did not have plants and trees?</p> <p>What can you do to help protect the plants and trees?</p>	<p>Use the written response prompts to informally assess students' skills in comprehension, reading, writing, etc.</p>
WEDNESDAY	<p>3rd reading of <u>The Great Kapok Tree</u></p> <p>*Rather than re-read the story, go to each new animal page to find evidence for answering today's questions.</p> <p>Today's focus will be on the individual messages delivered by the animals in the rain forest.</p>	<ul style="list-style-type: none"> rain forest canopy understory wither desert smoldering ruined oxygen pollen/pollinate gash lulled 	<p>How did the animals of the rain forest help the man understand how important the rain forest was? (they whispered messages to him)</p> <p>As a class create a multi-flow map, as seen on page 10 of Thinking Maps. Begin by having class generate the main idea and write in the long rectangle. Follow that with looking at pages of book and identifying the text evidence that supports the main idea and write in smaller, long rectangular boxes.</p>	<p>Copy the class multi-flow map into writing journals. (Framework is printed on writing prompt for today for students to fill in)</p>	<p>Read Aloud of <u>The Great Kapok Tree</u>: https://youtu.be/H-j9RRSW5IU</p> <p>Virtual field trip to the rain forest: https://www.youtube.com/watch?v=JEsV5rqbVNQ</p> <p>This video highlights all 4 layers of the rain forest, but for our purposes with the text we focused on only two layers. 😊 Great video</p>

T H U R S D A Y	<p>Today's focus is again on the actual structure of the rain forest – the understory and the canopy.</p> <p>Read the print out of facts found on the BCS R2BR 1st grade page. The web page where these facts came from is below if you'd like to project it on your board)</p> <p>http://www.tropical-rainforest-facts.com</p>	Refer to vocabulary cards used throughout the week.	<p><i>What animals live in the understory of the rain forest? (jaguar, bees, tree porcupines, anteaters)</i></p> <p><i>How do the animals in the understory protect themselves from predators? (camouflage, hide among the leaves, trunks, large roots, etc.)</i></p> <p><i>What animals live in the canopy? (monkeys, birds, sloth, snakes, frogs)</i></p> <p><i>Animals in the canopy layer need to be able to move about how? (jump, fly, glide, cling to trees)</i></p> <p><i>How do animals in the understory move about? (a lot more 4-legged animals, plus flying, hopping)</i></p> <p><i>The leaves in the canopy are thick, so how do the animals communicate with one another if they can't see each other? (songs and high pitched calls)</i></p> <p><i>In The Great Kapok Tree, on the page with the monkeys, what part of the tree did they talk about, and what would be the effect if that part of the tree was gone? (roots)</i></p> <p><i>Are the seeds of the rain forest important.....why or why not?</i></p>	<p>Each part of the rain forest is important.</p> <p>The canopy is at the top and it has lots of.....</p> <p>The understory is closer to the bottom and it has lots of.....</p>	<p>http://my-lilbeans.blogspot.com/2012/11/great-kapok-tree-lapbook-project.html</p>  <p>Great site with optional ideas such as creating a Kapok tree with a fact written on each leaf. Perhaps the trunk says "The rain forest is important" and then each leaf gives a reason why trees are important – evidence from the story.</p>
F R I D A Y	<p>A final reading of <u>The Great Kapok Tree</u>.</p> <p>**Ask individual students to act out the different animals whispering in the man's ear.</p> <p>**Great time to talk about the movement and sound words found in the text such as:</p> <ul style="list-style-type: none"> • squawking • howling • slithered • piped • padded • plodding 	<ul style="list-style-type: none"> • Depend – need, rely on 	<p><i>What was the main idea of our story?</i></p> <p><i>What have you learned about the importance of plants & trees?</i></p>	<p>What do plants need to grow? How do we depend on plants? Use text evidence from our story this week, <u>The Great Kapok Tree</u>.</p> <p>Teachers: You might differentiate this assignment by assigning either one or both questions for students to respond to in their journals. As always, differentiation will also occur by whether the student is able to write sentences, label drawings, draw a picture, or dictate a response.</p>	