

## Read to Be Ready plans for: Plants and their Habitats - Week 2 1<sup>st</sup> 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:** Story Structure/Categorizing      **Phonics:** See Curriculum Map  
**Grammar/Writing:** See Curriculum Map      **Unit Focus:** The important role plants play in every habitat  
**Culminating Task:**

**Text Set:** 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

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center Ideas/Resources
<b>M O N D A Y</b>	1 <sup>st</sup> read of Crinkleroot's Guide to Knowing Animal Habitats Read through the first time for enjoyment of the book, with few interruptions.  <b>***Do not pause to read each caption - read the main story line.</b>  Note: **The focus of this thematic unit is to explore different habitats, and more specifically <b>the plants</b> that grow in those habitats. To more actively engage students texts were chosen that also highlight animals in different habitats. The Science standard is related	Tier 2 words to be explicitly taught this week:  Wildlife/creatures/critters <b>Wetland</b> Moist, surface, lush, marsh, swamp, bog <b>Woodland</b> Trunks/stems/branches, criss-cross, overlap <b>Grassland</b> Meadow, plains, thrive, void, predator, prey <b>Drylands</b> Cactus, sage brush, succulent plants	Create a class Brace Map showing the 4 major habitats we will focus upon in this text: wetlands, woodlands, grasslands, desert  <i>What words would you use to describe the plants in a wetland? (show illustrations)</i>  <i>In a woodland?</i>  <i>In a grassland?</i>  <i>In a dryland?</i>  <b>Introduce the vocabulary cards for this text and display cards all week for student writing purposes.</b>	Students will copy brace map into their writing journals  Write one sentence telling what 4 habitats we will be studying.  As time allows, ask that students illustrate the three habitats in 4 divided sections at bottom of paper.  <b>**Inside the front and back covers of the text you will find a simple illustration of 3 of the habitats which students could use as a visual for their illustrations.</b>	<b>**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.</b>

	to plants and their needs.		Writing Journal Sample:  -Wetland Habitats---Woodland -Grassland -Dryland  Top half of page will be the Brace Map (see page 88 of Thinking Maps for sample of a Brace Map)  Below the map have students write one to four sentences, depending on ability levels.	**Each journal entry will vary according to the ability of your students.  **Advanced students could be asked to write 4 sentences, giving one fact about each habitat.	
TUESDAY	2 <sup>nd</sup> reading of <u>Crinkleroot's Guide to Knowing Animal Habitats</u> **Read from the beginning through the page in the woods that says "See if you can find....."  During today's reading, stop along the way to discuss the Tier 2 vocabulary words as they appear in the story.  Show the vocabulary card - have students repeat the word with you - have students define the word - repeat the word again.	Wildlife/creatures/critters <b>Wetland</b> Moist, surface, lush, marsh, swamp, bog <b>Woodland</b> Trunks/stems/branches, criss-cross, overlap	Create a Tree Map with the class, modeling how to categorize the 4 major habitats.  <u>Habitats from Crinkleroots</u> <u>Wetland</u> <u>Woodland</u> <u>Grassland</u> <u>Dryland</u> _____ _____ _____  (Lines under each heading will be completed with descriptors such as moist - lush- swamp-bog for the wetland)	Students will copy the Tree Map into writing journals - completing the wetland and woodland columns only.  **Tree map should be on the left facing page with the right facing page reserved for a later writing response.	Use the written response prompts to informally assess students' skills in comprehension, reading writing, etc.
WEDNESDAY	3 <sup>rd</sup> reading of <u>Crinkleroot's Guide to Knowing Animal Habitats</u> **Today begin reading on the page that shows the monarch butterfly and read to the end of the book.  **During discussions use think-pair-share routines for student engagement & thinking.	Wildlife/creatures/critters <b>Grassland</b> Meadow, plains, thrive, void, predator, prey <b>Drylands</b> Cactus, sage brush, succulent plants	As a group, complete the class tree map from yesterday, filling in the columns for Grassland and Dryland with descriptors.  Note that students should be pulling from the vocabulary card words as some of the descriptors.	Students will complete their tree maps, filling in the columns for Grassland and Dryland based on the group completed tree map.	Plant adaptations - Brain Pop Jr on Youtube:  <a href="https://www.youtube.com/watch?v=dlvEhnp3YpI">https://www.youtube.com/watch?v=dlvEhnp3YpI</a>
THURSDAY	<u>Crinkleroot's Guide to Knowing Animal Habitats</u>  Today do a picture walk through the text, stopping to review the important vocabulary words throughout the book.  **Emphasis should be on the differences noted in regards to plant shapes, sizes, purposes, how animals in each habitat use the plants for survival.	Refer to vocabulary cards used throughout the week.	<i>Why are the plants different from one habitat to another?</i> (amount of rain, type of land, different sized leaves, some grow in water and some needs little water, needs of the different animals) **After a couple of examples, have students turn and talk to generate more ideas.  <i>Describe the plants in a wetland and how they help animals in that habitat?</i>  Repeat this question with each of the other 3 habitats to prepare students for the writing prompt.	Using the Tree Map from yesterday, answer the following prompt:  Select one of the 4 habitats and describe the plants in that habitat and how animals are helped by those plants.  Draw an illustration of that habitat.	Great animated video about animals finding plants in desert that store water:  <a href="https://www.youtube.com/watch?v=jyT7iO7c1tc">https://www.youtube.com/watch?v=jyT7iO7c1tc</a>

<b>F</b> <b>R</b> <b>I</b> <b>D</b> <b>A</b> <b>Y</b>	<u>Crinkleroot's Guide to Knowing Animal Habitats</u> & <u>The Great Kapok Tree</u>  Review the setting of the Great Kapok Tree, showing the illustrations.		<i>What type of habitat is shown in The Great Kapok Tree? (rain forest)</i>  <i>Using our Tree Map from this week, in which habitat would the Kapok tree grow the best? (**great think- pair-share question as the answer could be both the wetlands AND the woodlands - a combination of the two habitats)</i>  <i>Why? State your evidence.</i>	After reading this week's story of Crinkleroots, I believe that the Kapok tree would live in a _____ habitat. I believe this because.....  Give evidence.	Habitat song:  <a href="https://www.youtube.com/watch?v=VVPyjukPFA">https://www.youtube.com/watch?v=VVPyjukPFA</a>
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