

## Read to Be Ready plans for: Plants and their Habitats - Week 3 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.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- 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. f. Use frequently occurring conjunctions i. Produce and expand simple and compound declarative sentences in response to prompts. 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:** cause & effect

**Phonics:** See Curriculum Map

**Grammar/Writing:** See Curriculum Map

**Unit Focus:** The important role plants play in every habitat

**Culminating Task:** Students will write about a habitat, giving details about that habitat and its plants.

**Text Set:** I See a Kookaburra! By Steve Jenkins & Robin Page

The Great Kapok Tree by Lynne Cherry

Crinkleroot's Guide to Knowing Animal Habitats by Jim Arnosky

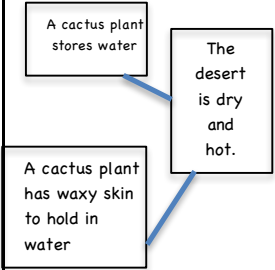
**Reading Street:** Animal Park

**leveled readers:** Will We See Animals?

**Animals in the Sun**

**Animals Around the World**

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/Center ideas/Resources
<b>M O N D A Y</b>	<p>1<sup>st</sup> read of <u>I See a Kookaburra!</u></p> <p>Read through the first time for enjoyment of the book, with few interruptions. - <b>Do not read the tidepool, forest, &amp; pond pages.</b></p> <p><b>**Begin by reading the front page with the large S - Tell students that we will focus our learning on 3 of the 6 habitats in the book based on the habitats we have been studying: desert(drylands), jungle (rain forest), &amp; savannah (grasslands)</b></p> <p><b>**Today, also read the pages on</b></p>	<p>Tier 2 words to be explicitly taught this week divided by their habitat:</p> <ul style="list-style-type: none"> <li>❖ habitat</li> <li>❖ <u>desert (dryland)</u> <ul style="list-style-type: none"> <li>➢ burrow</li> <li>➢ sipping</li> <li>➢ warning</li> <li>➢ patiently</li> <li>➢ sniffing</li> <li>➢ bounding</li> <li>➢ creeping</li> </ul> </li> <li>❖ <u>jungle (rain forest)</u> <ul style="list-style-type: none"> <li>▪ colorful</li> <li>▪ powerful</li> </ul> </li> </ul>	<p><i>What is the main idea of this book?</i> (information about the 3 habitats)</p> <p><i>Based on the main idea, do you think the author wrote the book to inform or to entertain?</i></p> <p><i>How are plants helping animals in each of the habitats?</i> (show the illustration for each of the 3 habitats as you discuss - shade, food, water, homes, camouflage, etc.)</p> <p><i>Which thinking map could we use to organize the 3 names of the habitats we are learning about?</i> (brace map)</p>	<p>Students will complete a Brace Map and a Tree Map in their writing journals.</p> <p>(See last week's brace and tree map for examples, as well as p. 27 in Thinking Maps for Brace Map &amp; p. 26 for a Tree Map)</p>	<p><b>**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.</b></p>

	<p>the forest because that is where the Kookaburra bird appears. ☺</p> <p><b>**The learning target is again based on the plants in the text as per the Science Standard.</b></p>	<ul style="list-style-type: none"> <li>▪ spotted</li> <li>▪ startling</li> <li>▪ brilliant</li> <li>▪ escaping</li> <li>▪ timid</li> </ul> <p>❖ <u>savanna (grassland)</u></p> <ul style="list-style-type: none"> <li>▪ stretching</li> <li>▪ scurrying</li> <li>▪ animal droppings</li> <li>▪ charge</li> <li>▪ stomping</li> </ul> <ul style="list-style-type: none"> <li>▪ nearly/almost</li> <li>▪ guarding</li> <li>▪ mound</li> </ul>	<p><i>Which thinking map could we then use to organize words that describe each of the 3 habitats? (Tree Map)</i></p> <p>Draw the outline for each thinking map and encourage students to contribute answers both individually and with partners in completing both maps in their journals- Remind them to refer to last week's thinking maps in their writing journals. *The vocab card words are very applicable for this purpose.</p>		
<b>T U E S D A Y</b>	<p>2<sup>nd</sup> reading of <u>I See a Kookaburra!</u> - read only the section on the desert, and compare it to the pages in <u>Crinkleroots</u> on drylands.</p> <p>Watch video on desert plants: "Which Plants Can Store Water in the Desert"  <a href="https://www.youtube.com/watch?v=jyT7iO7cTtc">https://www.youtube.com/watch?v=jyT7iO7cTtc</a></p> <p>Today we will begin to focus on cause &amp; effect - specifically the effect that the shape and kinds of plants have on the habitat, and the effect the habitat has on the shape and kinds of plants present.</p>	<p>Continue to refer to the vocabulary cards all week long.</p> <p>❖ <u>desert (dryland)</u></p> <ul style="list-style-type: none"> <li>➢ burrow</li> <li>➢ sipping</li> <li>➢ warning</li> <li>➢ patiently</li> <li>➢ sniffing</li> <li>➢ bounding</li> <li>➢ creeping</li> </ul> <p><u>GRAMMAR connection:</u>  Many of the vocab words are very descriptive adjectives and adverbs - million dollar words rather than penny words - which make us better writers.</p>	<p><i>In both books, what similarities do you notice about the shape of the plants, the weather conditions, etc.?</i></p> <p><i>Why makes a cactus plant so perfect for a dry area? (holds water, doesn't need much rain, roots are quite shallow, spines to keep animals from eating them)</i></p> <p><i>Why does a desert have so much sand rather than dirt and grass?</i></p> <p><i>How are these questions related to cause and effect? (Because it is so dry in the desert the plants are suited for dry conditions, etc.)</i></p>	<p>Create a flow map for the desert showing that because the desert is a dry, hot area cactus have special ways to handle the conditions. (example below)</p>  <p>Have students add a written sentence that uses the information in the flow map. (Flow map example on p. 27 in Thinking Maps teacher manual.)</p>	<p>The book Cactus Hotel by Brenda Guiberson is a wonderful companion book.</p> <p>A Simple cactus experiment is on the BCS Read to Be Ready page.</p> <p><u>Materials needed:</u>  Paper towels  Cookie sheet  Paper clips  Waxed paper</p> <p>Credit: Nancy VandenBerge of Firstgradewow.blogspot.com</p>
<b>W E D N E S D A Y</b>	<p>3<sup>rd</sup> reading of <u>I See a Kookaburra!</u> and <u>The Great Kapok Tree</u></p> <p>Read the jungle section of the Kookaburra book and review the story of The Great Kapok Tree with a picture walk .</p> <p><b>**If you have not yet shown the Brain Pop Jr. video on plant adaptations do so today. Link in last column - and it appeared in last week's plans as well. The video explains why the jungle leaves are so large.</b></p>	<p>❖ <u>jungle (rain forest)</u></p> <ul style="list-style-type: none"> <li>▪ colorful</li> <li>▪ powerful</li> <li>▪ spotted</li> <li>▪ startling</li> <li>▪ brilliant</li> <li>▪ escaping</li> <li>▪ timid</li> </ul>	<p><i>In these two books, what similarities do you notice about the plants and weather conditions?</i></p> <p><i>Why do you think that the leaves of jungle plants are so large? (It is so shady that the leaves are big to capture sunlight. Rain drips off the leaves to feed the forest habitat)</i></p> <p>Teachers - take time to explicitly teach the jungle vocab words - asking students to repeat the word, repeat the definition, and then come up with new sentences using these "million dollar words"</p>	<p>Create a Flow Map for the jungle, showing the cause/effect relationship between the large leaves and the jungle habitat.</p> <p>Write a sentence using the information in the flow map telling why the leaves of jungle plants are so large.</p>	<p>Plant adaptations - Brain Pop Jr on Youtube:  <a href="https://www.youtube.com/watch?v=dlvE1np3YpI">https://www.youtube.com/watch?v=dlvE1np3YpI</a></p>

T H U R S D A Y	<p><u>I See a Kookaburra!</u> and <u>Crinkleroot's Guide to Knowing Animal Habitats</u></p> <p>Read only the section on the savannah in Kookaburra. Then compare the illustrations from the Kookaburra book and the Crinkleroot's book on the grasslands.</p>	<p>❖ <u>savanna (grassland)</u></p> <ul style="list-style-type: none"> <li>stretching</li> <li>scurrying</li> <li>animal droppings</li> <li>charge</li> <li>stomping</li> <li>nearly/almost</li> <li>guarding</li> <li>mound</li> </ul> <p>Act out the verbs on the vocab cards: <i>stretching, scurrying, charge, stomping, guarding</i></p>	<p><i>These two grasslands look <b>different</b> in what ways?</i></p> <p><i>Why do you think they are so different and yet both called grasslands? (different continents)</i></p> <p><i>Look closely at the grasses in each. What is the <u>same</u> about the grass? (tall, thin leaves)</i></p> <p><i>Because the leaves are tall and thin what effect does that have on the habitat for animals? (animals can hide down in the grass to escape predators)</i></p> <p><i>Cause: grass is tall, thin leaves, thick in places</i></p> <p><i>Effect: animals can hide among the grass leaves</i></p>	<p>Create a flow map in writing journals to show the cause and effect relationship between the tall grasses and the animals in the habitat.</p> <p>Write a sentence about this.</p>	<p>Great animated vide about animals findin plants in desert tha store water:  <a href="https://www.youtube.com/watch?v=jyT7O7cTtc">https://www.youtube.com/watch?v=jyT7O7cTtc</a></p>
F R I D A Y	<p><u>I See a Kookaburra!</u>, <u>Crinkleroot's Guide to Knowing Animal Habitats</u> &amp; <u>The Great Kapok Tree</u></p> <p>Review the three books used in this unit on plant habitats, focusing on how plants have different features in each habitat.</p>	<p>Make sure that vocab cards are readily available for student reference when responding orally and in writing.</p>	<p><i>What do all plants need?</i></p> <p><i>What differences do we see in plants from one habitat to another? Why? (each habitat has different requirements)</i></p> <p><i>Plants in the wetlands need what?</i>  <i>Plants in a rainforest need what?</i>  <i>Plants in the desert need what?</i></p> <p><i>Why are plants important to people? (food, oxygen, erosion, food chain, etc.)</i></p> <p><i>What are some thing that people can do to protect and take care of the plants in all habitats?</i></p> <p><i>Which habitat would you want to be your home and why?</i></p>	<p>Write about your favorite habitat that we have studied.</p> <p>I would like to live in the _____ habitat.</p> <p>I like it because _____.</p> <p>I learned that this habitat has _____.</p>	<p>Terrarium Class Project – or individual student project: (Complete directions found on BCS Read to Be Ready page – 1<sup>st</sup> grade)</p> <p>Materials needed:          Large plastic soda bottle(s)          Pea gravel          Potting soil          Small, slow-growing plants          Other decorative items</p>