



# Read to Be Ready plans for: Crinkleroots (Plants and their Habitats - Week 2) 1<sup>st</sup> Grade

**ELA 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.
- 1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. b) Decode regularly spelled one-syllable words.
- 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- 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.
- 1.RI.KID.1 Ask and answer questions about key details in a text.
- 1.RI.KID.2 Identify the main topic and retell key details of a text.
- 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.
- 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.
- 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1<sup>st</sup> grade topics and texts.
- 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation.
- 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

**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:** Character and Setting

**Phonics:** short o and -s plurals

**Phonemic Awareness:** Blend and Segment phonemes, add ending phonemes /s/, /z/

**Grammar/Writing:** Action Parts of a Sentence

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

**Culminating Task:** Responding to a written prompt using knowledge from unit of study.

ARTS INTEGRATION: What makes you say that? What do you see? Or What else can we find? For any pictures. <https://emprobstvts.weebly.com/vts-the-three-simple-questions.html>  
R2BR-Crinkleroots, SW4 Landforms, Shared Reading-The Big Blue Ox, , Decodable Readers-5, 6, , Leveled Books-Tom and Pam, Rob, Mom and Socks, Loni's Town

Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Small Group/CenterS/Resources
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">MONDAY</p>	<p>1<sup>st</sup> read of <u>Crinkleroot's Guide to Knowing Animal Habitats</u> Read through the first time for enjoyment of the book, with few interruptions.</p> <p><b>***Do not pause to read each caption – read the main story line.</b></p> <p>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 to plants and their needs.</p>	<p>Tier 2 words to be explicitly taught this week:</p> <p>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</p>	<p>Create a class Brace Map showing the 4 major habitats we will focus upon in this text: wetlands, woodlands, grasslands, desert</p> <p><i>What words would you use to describe the plants in a wetland? (show illustrations)</i></p> <p><i>In a woodland?</i></p> <p><i>In a grassland?</i></p> <p><i>In a dryland?</i></p> <p><b>Introduce the vocabulary cards for this text and display cards all week for student writing purposes.</b></p> <p>Writing Journal Sample: -Wetland Habitats---Woodland -Grassland -Dryland</p> <p>Top half of page will be the Brace Map (see page 88 of Thinking Maps for sample of a Brace Map)</p> <p>Below the map have students write one to four sentences, depending on ability levels.</p>	<p>Students will copy brace map into their writing journals</p> <p>Write one sentence telling what 4 habitats we will be studying.</p> <p>As time allows, ask that students illustrate the three habitats in 4 divided sections at bottom of paper.</p> <p>**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.</p> <p>**Each journal entry will vary according to the ability of your students.</p> <p>**Advanced students could be asked to write 4 sentences, giving one fact about each habitat.</p>	<p>**Utilize Reading Street story and leveled readers for shared and independent reading practice this week.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TUESDAY</p>	<p>2<sup>nd</sup> reading of <u>Crinkleroot's Guide to Knowing Animal Habitats</u> <b>**Read from the beginning through the page in the woods that says "See if you can find....."</b></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>	<p>Wildlife/creatures/critters <b>Wetland</b> Moist, surface, lush, marsh, swamp, bog <b>Woodland</b> Trunks/stems/branches, criss-cross, overlap</p>	<p>Create a Tree Map with the class, modeling how to categorize the 4 major habitats.</p> <p style="text-align: center;"><u>Habitats from Crinkleroots</u> <u>Wetland</u> <u>Woodland</u> <u>Grassland</u> <u>Dryland</u></p> <p style="text-align: center;">____ _    ____ _    ____ _    ____ _ ____ _    ____ _    ____ _    ____ _ ____ _    ____ _    ____ _    ____ _</p> <p>(Lines under each heading will be completed with descriptors such as moist – lush- swamp-bog for the wetland)</p>	<p>Students will copy the Tree Map into writing journals – completing the wetland and woodland columns only.</p> <p>**Tree map should be on the left facing page with the right facing page reserved for a later writing response.</p>	<p>Use the written response prompts to informally assess students' skills in comprehension, reading, writing, etc.</p>

W E D N E S D A Y	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="http://tinyurl.com/y8fqgq75">http://tinyurl.com/y8fqgq75</a>
T H U R S D A Y	<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) <b>**After a couple of examples, have students turn and talk to generate more ideas.</b>  <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="http://tinyurl.com/y8km9at5">http://tinyurl.com/y8km9at5</a>
F R I D A Y	<u>Crinkleroot's Guide to Knowing Animal Habitats &amp; The Great Kapok Tree</u>  Review the setting of the Great Kapok Tree, showing the illustrations.  SW#4 Landforms (See SW online)		<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 <u>Crinkleroots</u> , I believe that the Kapok tree would live in a _____ habitat. I believe this because.....  Give evidence.	Habitat song:  <a href="http://tinyurl.com/hgfdqjin">http://tinyurl.com/hgfdqjin</a>