**My Sidewalks Level B Unit 4 Week 2**

**Day 1**

KWL Chart – plants and seeds

How can we grow a seed?

 Groups of 2-3 students collaborate and make a plan to grow a seed

**Word Work:** Phonemic Awareness: Segment and Blend Sounds

Phonics: Blends words with long a: ai, ay

High frequency words: above, almost, change, often, straight

**Build concepts**: adapt, annual, nutrients

**Reading a passage:** “From Seed to Plant”

How did they grow a seed in the story?

Allow groups to make changes to their plan after story

 Students may use computers to conduct research on seeds

Comprehension: Use strategies

Reread for fluency

Inquiry-Based Literary Standards:

Standard 1: Formulate questions that lead to group conversations, explorations, and investigations.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

**Day 2**

Implement plan to plant seeds

Make predictions as to what will happen and how long it will take the seed to grow

**Reread for Fluency**

**Word Work:** Phonemic Awareness: Segment and Blend Sounds

Phonics: Blends words with long e: e, ee, ea

High frequency words: above, almost, change, often, straight

What grows from seeds?

How are seeds different?

**Reading a passage:** “What Plant Will This Be?”

Comprehension: Use strategies

**Write:** Response to Literature: Shared Writing

Inquiry-Based Literary Standards:

Standard 1: Formulate questions that lead to group conversations, explorations, and investigations.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

**Day 3**

**Reread for Fluency**

**Word Work:** Phonemic Awareness: Segment and Blend Sounds

Phonics: Fluent word reading

High frequency words: above, almost, change, often, straight

**Build concepts**: soil, sprout

**Reading a passage:** “Garden Art”

Comprehension: Compare/Contrast

**Day 4**

**Reread for Fluency**

**Word Work:** Phonics: Spiral review

Phonological and Phonemic Awareness Activities

**Read Together:** “Riddle Time”

Comprehension: Listening

**Build concepts**: Adapt, annual, nutrients, soil, sprout

**Read to Connect:** “From Seed to Plant”

Comprehension: Compare/Contrast

**Write:** Response to Literature: Interactive Writing

Add to KWL chart

Observe seeds for any changes

Inquiry-Based Literary Standards:

Standard 4: Synthesize information to share learning and/or take action.

**Day 5**

**Assessment Options:** Fluency, Comprehension

Sentence reading: Passage reading

Phonological and Phonemic Awareness Activities

**Use concepts**: Adapt, annual, nutrients, soil, sprout

**Read to Connect:** “From Seed to Plant”

Comprehension: Compare/Contrast

**Write:** Response to Literature: Independent Writing

* Allow students to occasionally observe seeds for changes as they grow
* Add to KWL chart
* Have students develop a new plan for the next time they plant a seed based on what they have learned from this experiment

Inquiry-Based Literary Standards:

Standard 1: Formulate questions that lead to group conversations, explorations, and investigations.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

Standard 4: Synthesize information to share learning and/or take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.