**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * Anchor Text: “The Power of Magnets” Expository Non-Fiction
* Respond to text questions orally and/or in writing from Think Through the Text.
 |  |
| **Building Knowledge*** Leveled readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | research, familiar, gadgets, inventions, experiments, electric, prove, improve, power, force, motor, magnetism, repel, attract, electricity, current, atom, magnetic fields/poles, generator, electromagnet |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities. ESL: Use cognates (Span/Eng) to build academic vocabulary; **higher-tier = more cognates: electric/eléctrico; solution/solución experiment/experimento; familiar/familiar; magnetism/magnetísmo; effect/efecto; invention/invento; cause/causa; problem/problema** |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |

**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week  |  | Explain how magnets work. How they are useful to us? Use evidence from the text. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.1, RI.3.4, RI.3.10  |
| WritingW.3.2 |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional 🡪 🡪 |
| **Building Knowledge*** Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | **Journeys Resources**Photo Essay: “Electromagnets and You” Read Aloud: “Maglev Trains” **Other Resources**ReadWorks: “Magnetism, Magnets: Types of Uses” (Lexile 820)<http://www.readworks.org/passages/magnetism-magnets-types-and-uses>“Magnets,” by Christian Lopez ([www.getepic.com](http://www.getepic.com)) “Junior Scientists: Experiment with Magnets,” ([www.getepic.com](http://www.getepic.com))  “Science Explorer: Magnets,” by Christine Taylor-Butler ([www.getepic.com](http://www.getepic.com))**Other Media Resources** “Bill Nye the Science Guy and Magnetism” <https://vimeo.com/121217374>“The Science Behind Magnets: How Do They Work?”<http://viewpure.com/MZtTVsIOA9c?start=0&end=0> |
| **Vocabulary**Drawn from the texts | Complete the **Rolling Vocabulary** activity  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** Why are magnets essential to our everyday lives, and how do they work? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Use the writing process to revise the writing the writing prompt from last week.  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.4, RI.3.10 |
| WritingW.3.2 |