**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What are hurricanes and how do scientists learn about them? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * Anchor Text: “Hurricanes” (Informational text, 890L)
* Think Through the Text Questions 2, 3, 4, 8, 11, 12, 13
* Respond to second read: T21 so students will interact with graphic features.
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) | (Optional – may move to week 2)* “Recovering from Katrina”. Do Classroom Conversation p. 332.
* Supplementary video on hurricanes

<http://video.nationalgeographic.com/video/101-videos/hurricanes-101> |
| **Vocabulary**Drawn from the texts | rotating, whirling, condense, predict, registered, pressure, atmosphere, drawn, clockwise, vapor, satellites, forecaster  |
| **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 |

**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What are hurricanes and how do scientists learn about them? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Reader’s Notebook:* With guidance, students complete Independent Reading p.133-134.
 | Performance task: 1. Write a description of a hurricane and how it forms using at least three vocabulary words. Write a paragraph and draw a diagram to explain your thinking.
2. Use evidence from the text to describe to describe at least two of the important tools scientists use to predict hurricanes.

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| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.7, RI.4.9, RI.4.10   |
| WritingW.4.2 |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What do natural disasters do to communities? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | **From the Leveled Readers*** Volcanoes
* Tornadoes
* Tsunamis
* Nature Destroys

**Other Resources**Article “Forecasting for Severe Weather” (1220 Lexile)<http://www.readworks.org/passages/forecasting-severe-weather-communities-helps-them-prepare>Resources on natural disasters<http://environment.nationalgeographic.com/environment/natural-disasters/> |
| **Vocabulary**Drawn from the texts | Tsunami: tsunami, devastation, disturbance, Richter scale, tectonic platesNature Destroys: droughtVolcanoes: crust, mantel, core, slope |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What do natural disasters do to communities? |
|  | **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 | After reading leveled readers, students will write at least one of the following:1. Describe a natural disaster and tell how it can harm communities. Use examples from leveled readers and online research to support your description.
2. Write a paragraph about how people can prepare for a natural disaster. Then, describe how people work together to recover from these disasters.
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.2, RI.4.4, RI.4.7, RI.4.9, RI.4.10  |
| WritingW.4.2 |