**Week 1**

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| **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**

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

**Week 2**

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| **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 plates  Nature Destroys: drought  Volcanoes: crust, mantel, core, slope | | | | |

**Week 2**

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| **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 Text  RI.4.1, RI.4.2, RI.4.4, RI.4.7, RI.4.9, RI.4.10 | | | | |
| Writing  W.4.2 | | | | |