**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What makes Aero and Officer Mike partners? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Aero and Officer Mike: Police Partners (NF, 800) * Respond to text questions orally and/or in writing from Think Through the Text #1, #4, #6, #11, #14, #15 and Guided Summary card questions (especially 1-3) | | |  | |
| **Building Knowledge**   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | lying, loyal, partners, shift, quiver, patrol, ability, snap, competent, versatile, experts, attentive eager, exercise, unique, demonstrate | | | | |
| **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 makes Aero and Officer Mike partners? | | | | | | |
|  | **1** | **2** | **3** | **4** | | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Readers’ Notebook pages 207-208 | | | | Explain how Aero and Officer Mike’s partnership helps them to be an effective team. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.1, RI.3.4, RI. 3.5, RI.3.7, RI.3.10 | | | | | |
| Reading: Foundational Skills  RF.3.3c, RF.3.4a-c | | | | | |
| Writing  W.3.2, W.3.5, W.3.8, W.3.10 | | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are service dogs important to people? | | | | | |
|  | **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.* | **From the Leveled Readers**   * Good Dogs, Guide Dogs * Dogs to the Rescue   **Vocabulary Reader**   * Dog Helpers   **Other Resources**   * Epic Books (<https://www.getepic.com>) has several good titles including: Guide Dogs, Therapy Dogs, R.E.A.D. Dogs, Service Dogs, Police Dogs * What Makes Bloodhounds Good Detectives? - <http://wonderopolis.org/wonder/what-makes-bloodhounds-good-detectives> * Top 5 Service Dogs - [www.youtube.com/watch?v=tUbwnzNY54w](http://www.youtube.com/watch?v=tUbwnzNY54w) | | | | |
| **Vocabulary**  Drawn from the texts | Complete the Rolling Vocabulary activity. | | | | |
| **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 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are service dogs important to people? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Choose one type of service dog and write an essay. Using evidence from the text, explain the special skills and training this dog would need to do its job. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10 | | | | |
| Reading: Foundational Skills  RF.3.4a-c | | | | |
| Writing  W.3.2, W.3.5, W.3.8, W.3.10 | | | | |