**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why will Soaring Eagle make a good leader of the Cherokee people? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Yonder Mountain: A Cherokee Legend (legend, 680L) * Anchor Text Questions: #1-10 (all) and both “A Closer Look” questions * Respond to text questions orally and/or in writing from the Retelling/Oral Language (cards and questions) | | |  | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | examined, peak, fondly, steep, rugged, mist, pausing, pleaded, yonder, soaring | | | | |
| **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:** Why will Soaring Eagle make a good leader of the Cherokee people? | | | | | | |
|  | **1** | **2** | **3** | **4** | | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | The Readers’ Notebook (independent reading and written response to text) | | | | Choose one of the following based on the type of writing to be highlighted:   1. Why did Chief Sky choose Soaring Eagle to become the new tribe leader over Gray Wolf and Black Bear? Use text evidence to support your answer. 2. What conversation did Black Bear and Grey Wolf have after they weren’t chosen to be chief? Write a narrative that illustrates their feelings and concludes with the realization of why Soaring Eagle was chosen over them. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.3.1, RL.3.2, RL.3.3, RL 3.4, RL.3.10 | | | | | |
| Writing  W.3.2, W.3.3 | | | | | |
| Speaking and Listening  SL.3.1 | | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What can we learn about the culture and legacy of the Cherokee? | | | | | |
|  | **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 Vocabulary Reader:**   * *The Daily Life of the Cherokee*   **Paired Text (Journeys Series)**   * *The Trail of Tears*   **Other Resources:**   * “Native American Tribes: Cherokee” – reading passage and questions <http://www.education.com/download/worksheet/99882/native-americans-cherokee.pdf> * “Cherokee in the United States” – reading passage, vocabulary and questions (although this is a 1090 Lexile, it is still appropriate for this lesson)   <http://www.readworks.org/passages/cherokee-united-states>   * “Talking Leaves” –reading passage, vocabulary and questions   <http://www.readworks.org/passages/talking-leaves>   * Website of Museum of the Cherokee Indian – student exploration (identify 2-3 takeaways/insights after exploration)   <http://www.cherokeemuseum.org/exhibits/story-of-the-cherokee/>   * Video: The Trail of Tears (7 min.)   <http://www.gpb.org/georgiastories/videos/trail_of_tears> | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What can we learn about the culture and legacy of the Cherokee? | | | | | |
|  | **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 | Writing prompts:   1. The Trail of Tears was also called The Trail Where They Cried. What was the reasoning behind this name? Use evidence to support your writing. 2. Think about the legacy the Cherokee are responsible for. Sequoyah was one Cherokee who played a major role in that legacy. What role did he play and how did it affect the culture and legacy of the Cherokee people? Use evidence to support your writing. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.3, RI.3.4, RI 3.7, RI.3.9 | | | | |
| Writing  W.3.2 | | | | |
| Speaking and Listening  SL.3.1 | | | | |