**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How does James learn to experience and appreciate Uncle Romie and his home of New York City? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * *Me and Uncle Romie* by Claire Hartfield * Respond to text questions 1, 3, 4, 5, 6, 8, 14, 18 * Use **Text X-Ray** activities: Zoom in on Key Ideas * Suggested questions from Teacher’s Guide: 8, 10, 11 | | |  | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | concerned, swarms, collage, ruined, glorious, smeared, feast, model, streak | | | | |
| **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:** How does James learn to experience and appreciate Uncle Romie and his home of New York City? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week |  | | | 1. In the text, it says that James writes postcards throughout the summer. Pretend you are James. Write 3-5 postcards home that show what you are learning and experiencing in New York City.   Be sure your postcards include the following:   * James’ thoughts and feelings about New York City * Actual experiences he is having, from the text * James’ thoughts and feelings about Uncle Romie | |
| **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.4.10 | | | | |
| Writing  W.4.2, W.4.4 | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How did artists capture their experiences in the time of the Harlem Renaissance? | | | | | |
|  | **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.* | Video:  <https://www.brainpop.com/artsandmusic/musicalgenres/harlemrenaissance/>  The Harlem Renaissance  <http://magazines.scholastic.com/news/2014/02/The-Harlem-Renaissance>  Lindy Hop in Harlem: The Role of Social Dancing  <http://artsedge.kennedy-center.org/interactives/harlem/themes/lindy_hop.html>  The Great Migration  <http://www.pbs.org/wnet/jimcrow/stories_events_migration.html> | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

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| **Grades 3-5** | DAYS | | | | |
| **Essential Question:** How did artists capture their experiences in the time of the Harlem Renaissance? | | | | | |
|  | **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 | Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week. | | | | |
| **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 | | | | |
| Writing  W.4.2, W.4.4 | | | | |