**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why are Timber Woods important to the children and the community? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Anchor Text: Save Timber Woods * **Text X Ray** * Thinking Through the Text Questions: 2, 3, 7, 10 * Teacher’s Note * Discuss stage directions, mechanics (genre-play) | | |  | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | developer, current, council, absorb, protected, preserve | | | | |
| **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:** Why are Timber Woods important to the children and the community? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week |  | | | Opinion Essay:  What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal? | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.4.1, RL.4.2, RL.4.10 | | | | |
| Writing  W.4.1, W.4.4 | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How are people impacting their environment? What can they do to preserve their communities? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Save Timber Woods | | | | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  *All students experience all texts and resources regardless of level.* | *Following Muir: A Persuasive Essay* (Paired passage from Journeys lesson)  Deforestation and Habitat Loss PSA (Greenpeace)  <https://www.youtube.com/watch?v=bXEQlvNDz-g>  Construction plans threaten Grand Canyon  <https://newsela.com/articles/grandcanyon-development/id/4555/>  Where forests are cut down, more people get disease from monkeys  <https://newsela.com/articles/malaria-forests/id/13822/>  We must save the Amazon's water before it's too late, scientists say  <https://newsela.com/articles/amazonbasin-conservation/id/13875/> | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How are people impacting their environment? What can they do to preserve their 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 | Describe the impact humans are having on the environment and the ways in which people can preserve it. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.4.1, RI.4.3, RI.4.9, RI.4.10 | | | | |
| Writing  W.4.1, W.4.2, W.4.4 | | | | |