**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What is life like for scientists working in the North and South Poles? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | Life on the Ice, (Informational Text, 890L )* Respond to text questions orally and/or in writing from the Retelling/Oral Language (cards and questions)
* Text X-Ray: Zoom In on Key Ideas and Academic Language
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| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | wilderness, gliding, region, colony, shelter, unexpected, overheated, constant, climate, layer, extreme  |
| **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:** What is life like for scientists working in the North and South Poles? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Reader’s Notebook (independent reading and written response to text) | In the text, you’ve read about what life is like for scientists at the North Pole and South Pole. What do you think are the two biggest challenges they face working in these regions? Use evidence to support your opinion.  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.1, RI.3.4, RI.3.7, RI.3.10 |
| WritingW.3.1 |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What is life like in Earth’s polar regions? |
|  | **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.* | **Vocabulary Reader**: Emperor Penguins**Leveled Reader**: Watch Out! Polar Bears!**Passages**“Arctic Life” (720L) – passage and question set<http://www.readworks.org/passages/arctic-life> **Media**Polar Habitats for Kids website with facts, vocabulary, and a 4-minute TED Ed video comparing the Arctic and Antarctic regions<http://www.theschoolrun.com/homework-help/polar-habitats> Life in the Polar Regions – 2 minute excerpt about polar animals <http://www.watchknowlearn.org/Video.aspx?VideoID=2837&CategoryID=1452> Cool Stories of Earth’s Coldest Regions: Polar Researcher Interviews - 6 minute video featuring several interviews <https://www.youtube.com/watch?v=mpWR_fJltLs> Maps to be used along with a globe to build understanding of location<http://kids.britannica.com/comptons/art-100339> - Arctic Circle<https://www.britannica.com/place/Southern-Ocean> - Antarctica  |
| VocabularyDrawn from the texts | Complete the Rolling Vocabulary activity  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What is life like in Earth’s polar regions? |
|  | **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 | Now that you have learned more about the polar regions, go back and add any additional details to make your opinion writing from last week better.  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Information TextRI.3.1, RI.3.4, RI.3.7, RI.3.10 |
| WritingW.3.1 |