**Week 1**

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| **Grades 3-5** | **DAYS** |
| **Essential Question:** What have scientists learned about cougars by observing their physical characteristics and behaviors? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * *Cougars* by Patricia Corrigan (informational text, 960L)
* Respond to Think Through the Text Questions: 1 (*ask these questions closer to the end of the selection, not at the suggested location*), 3, 5, 6, 8, 9
* “A Closer Look” question on T328. (Note to teacher: this question appears in the 2014 version. If you don’t have access to this version, the question states: “What does the fact that cougars are solitary suggest about the difficulty of their lives? Under what circumstances would living alone be an advantage?”)
* Analyze the Text Questions (2nd Read) on T331
* All activities and discussions should be guided by the **Text X-Ray** (Zoom in on **Key Ideas & Academic Language**)
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | resemble, detecting, keen, vary, unobserved, mature, particular, available, ferocious, contentment, solitary, territory, predator, stalk |
| **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 have scientists learned about cougars by observing their physical characteristics and behaviors? |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | The Reader’s Notebook (independent reading, pg. 109) | Choose one of the following prompts: 1. Cougars have many physical characteristics and behaviors that help them to survive. Using evidence from the text, describe three of their characteristics or behaviors and how they help them survive in their environment.
2. How does a mother cougar prepare her kittens for adulthood? What physical characteristics of the kittens require this level of care from their mother?
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.5.1, RI.5.4, RI.5.10 |
| WritingW.5.2  |

**Week 2**

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| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What impacts are humans having on big cat species throughout the world? |
|  | **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**: * *Big Cats* (Vocabulary Reader)

Other Resources: * “Big Cats: Jaguars, Tigers, and Mountains Lion” video <http://www.watchknowlearn.org/Video.aspx?VideoID=3243&CategoryID=338>
* “Our Most Stunning Pictures of Big Cats” article

<http://news.nationalgeographic.com/2015/11/151127-big-cat-week-animals-science-lions-celebrate/#/>* “Secret’s of the World’s 38 Species of Wild Cats” article/interview <http://voices.nationalgeographic.com/2015/12/24/secrets-of-the-worlds-38-species-of-wild-cats/>

Optional: *Big Cats* by Seymour Simon (trade book)  |
| **Vocabulary**Drawn from the texts | resemble, detecting, keen, vary, unobserved, mature, particular, available, ferocious, contentment, solitary, territory, predator, stalk |

**Week 2**

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| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** What impacts are humans having on big cat species throughout the world? |
|  | **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.5.4, RI.5.7, RI.5.9, RI.5.10 |
| Writing W.5.2 |