Week 1

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** Why is sound important to Bat? |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text* Text based comprehension
* Text based discussion

(Whole and Small Group) | Read Aloud: “Bats Are the Best Beasts”.Anchor Text: Bat Loves the NightRespond to text questions orally and in writing. Use questions 1-3 and 6-7, questions from Guided Summary Cards and A Closer Look. |  |
| Building Knowledge* ~~Leveled readers~~
* Paired Text
* Use District Guided Reading Books
* Supplemental Materials

(Whole and Small Group) |  |  |  |  |  |
| VocabularyDrawn from the texts | twitch, swoops, squeak, echoes, detail, slithers, snuggles, dozes, gliding, fluttering, plunges, nocturnal, echolocation |
| 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 is sound important to Bat? |
|  | 1 | 2 | 3 | 4 | 5 |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Reread aloud “Bats Are the Best Beasts”. Using the questions from Listening Comprehension have students respond with a think/pair/share and have each student record the responses on a graphic organizer. | Write an explanatory paragraph to answer the question, “Why is sound important to Bat?”Note: There is an example of a student response to this prompt on p. 237. Students should not read this before writing their own response. |
| StandardsList applicable Standards | Reading: Informational TextRI.3.1, RI.3.4, RI.3.7, RI.3.10 |
| WritingW.3.2, W.3.5  |
| Speaking and ListeningSL.3.1, SL.3.2 |

Week 2

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** How does echolocation work? |
|  | 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
* Use District Guided Reading Books
* Supplemental Materials

(Whole/Small Group, and Independent work)**All students experience all texts and resources regardless of level** | ~~Leveled Reader – Chased by a Bat!~~Other Resources* This article has an audio component and explains how scientists learned about echolocation

<https://www.highlightskids.com/audio-story/how-bats-see-night>* Website with information about bats, including how bats help humans

<http://www.bats4kids.org/> * All About Bats for Kids

<https://www.youtube.com/watch?v=9FVoTMOorXA> * This 820L piece is at the top of the 3rd grade band, and explains how studying bats’ use of echolocation has benefitted humans

https://newsela.com/articles/blind-echolocation/id/11259/ |
| VocabularyDrawn from the texts | Complete Rolling Vocabulary activity |

Week 2

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** How does echolocation work? |
|  | 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) to answer the following prompt:How does echolocation work? |
| StandardsList applicable Standards  | Reading: Informational TextRI.3.1, RI.3.4, RI.3.7, RI.3.10 |
| WritingW.3.2, W.3.5 |
| Speaking and ListeningSL.3.1, SL.3.2 |