Week 1

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** What makes Aero and Officer Mike partners? |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text (Text type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | * Aero and Officer Mike: Police Partners (NF, 800)
* Respond to text questions orally and/or in writing from Think Through the Text #1, #4, #6, #11, #14, #15 and Guided Summary card questions (especially 1-3)
 |  |
| Building Knowledge* ~~Leveled readers~~
* Paired Text
* Use District Guided Reading books
* Supplemental Materials

(Whole and Small Group) |  |
| VocabularyDrawn from the texts | lying, loyal, partners, shift, quiver, patrol, ability, snap, competent, versatile, experts, attentive eager, exercise, unique, demonstrate |
| 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 makes Aero and Officer Mike partners? |
|  | 1 | 2 | 3 | 4 | 5 |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Readers’ Notebook pages 207-208 | Explain how Aero and Officer Mike’s partnership helps them to be an effective team. |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.1, RI.3.4, RI. 3.5, RI.3.7, RI.3.10  |
| Reading: Foundational SkillsRF.3.3c, RF.3.4a-c  |
| WritingW.3.2, W.3.5, W.3.8, W.3.10 |

Week 2

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** Why are service dogs important to people? |
|  | 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** | **~~From the Leveled Readers~~*** ~~Good Dogs, Guide Dogs~~
* ~~Dogs to the Rescue~~

**Vocabulary Reader** * Dog Helpers

**Other Resources*** Epic Books (<https://www.getepic.com>) has several good titles including: Guide Dogs, Therapy Dogs, R.E.A.D. Dogs, Service Dogs, Police Dogs
* What Makes Bloodhounds Good Detectives? - <http://wonderopolis.org/wonder/what-makes-bloodhounds-good-detectives>
* Top 5 Service Dogs - [www.youtube.com/watch?v=tUbwnzNY54w](http://www.youtube.com/watch?v=tUbwnzNY54w)
 |
| VocabularyDrawn from the texts | Complete the Rolling Vocabulary activity. |
| 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 2

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** Why are service dogs important to people? |
|  | 1 | 2 | 3 | 4 | 5 |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Choose one type of service dog and write an essay. Using evidence from the text, explain the special skills and training this dog would need to do its job.  |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10  |
| Reading: Foundational SkillsRF.3.4a-c |
| WritingW.3.2, W.3.5, W.3.8, W.3.10 |