Week 1

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** How and why do locusts and gray whales migrate? |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text (Text type, Lexile)* Text based comprehension
* Text based discussion

(Whole and Small Group) | * Anchor Text: The Journey: Stories of Migration (TE112)
* Respond to text questions orally and/or in writing from the Guided Summary Cards.
* All activities and discussions should be guided by the Text X-ray (Zoom in on Key Ideas and Academic Language) (TE99)
* Use the following Think Through the Text Questions to guide comprehension: #1, #2 (TE114), #5 (T117), #7 (T118) #8 (T120).
 |  |
| Building Knowledge* ~~Leveled readers~~
* Paired Text
* Use District Guided Reading books
* Supplemental Materials

(Whole and Small Group) |  |
| VocabularyDrawn from the texts | remarkable, devastated, interfere, companions, migrate, survival, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic |
| 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:** How and why do locusts and gray whales migrate? |
|  | 1 | 2 | 3 | 4 | 5 |
| Writing* Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | * The Readers’ Notebook (independent reading and written response to text) (SE 109-110)
* The Write-In Reader pages 22 1a-22 1b
 | Have students respond to the following prompt: Use text evidence to describe the similarities and differences between the migration of locusts and the migration of whales. |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.1, RI.3.4, RI.3.10 |
| WritingW.3.2, W.3.5 |
| Speaking and ListeningSL.3.1a-d |

Week 2

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** How and why do other animals migrate? |
|  | 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~~*** ~~Flight of the Swallows~~
* ~~Monarchs on the Move~~
* ~~Fish on the Move~~

**Passages**“Whoop It Up” – reading passage, vocabulary, questions <http://www.readworks.com/passages/whoop-it>“ Moose on the Move”- reading passage, vocabulary, <http://www.readworks.com/passages/moose-move>**Media**Baja Gray Whale- video (3 min.)<http://www.animalplanet.com/tv-shows/animal-planet-presents/videos/planets-best-baja-gray-whale/> Gray Whale –video (58 sec.)<http://cetus.ucsd.edu/voicesinthesea_org/videos/videoGrayMeet.html>Locusts- video (2 min.)<http://www.discovery.com/tv-shows/other-shows/videos/superswarm-locust-plagues/> |
| VocabularyDrawn from the texts | Complete the Rolling Vocabulary activity |

Week 2

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** How and why do other animals migrate? |
|  | 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 | Choose two of the animals you read about this week and explain the similarities and differences between how and why they migrate. |
| StandardsList Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.3.4, RI.3.9, RI.3.10 |
| WritingW.3.2, W.3.5 |
| Speaking and ListeningSL.3.1a-d |