**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** Why are Timber Woods important to the children and the community? |
|  | 1 | 2 | 3 | 4 | 5 |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * Anchor Text: Save Timber Woods
* **Text X Ray**
* Thinking Through the Text Questions: 2, 3, 7, 10
* Teacher’s Note
* Discuss stage directions, mechanics (genre-play)
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | developer, current, council, absorb, protected, preserve |
| **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 are Timber Woods important to the children and the community? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week |  | Opinion Essay:What did Lucas, Laura, Hector, and Gina learn about preserving their community? How did they accomplish their goal? |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: LiteratureRL.4.1, RL.4.2, RL.4.10 |
| WritingW.4.1, W.4.4 |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How are people impacting their environment? What can they do to preserve their communities? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Save Timber Woods |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | *Following Muir: A Persuasive Essay* (Paired passage from Journeys lesson)Deforestation and Habitat Loss PSA (Greenpeace)<https://www.youtube.com/watch?v=bXEQlvNDz-g> Construction plans threaten Grand Canyon <https://newsela.com/articles/grandcanyon-development/id/4555/>Where forests are cut down, more people get disease from monkeys<https://newsela.com/articles/malaria-forests/id/13822/>We must save the Amazon's water before it's too late, scientists say<https://newsela.com/articles/amazonbasin-conservation/id/13875/> |
| **Vocabulary**Drawn from the texts | Complete Rolling Vocabulary activity  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How are people impacting their environment? What can they do to preserve their communities? |
|  | **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 | Describe the impact humans are having on the environment and the ways in which people can preserve it. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text RI.4.1, RI.4.3, RI.4.9, RI.4.10 |
| WritingW.4.1, W.4.2, W.4.4 |