**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How do scientists use fossils to learn about life long ago? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * Anchor Text: Fossils: A Peek Into the Past (Informational Text, 950L)
* Summarize the text- reference/review summarizing page T136
* Respond to text questions orally - Think through the text questions 2 and 4.
* T117- Why does the writer think that fossils are nature’s memory keepers?
* Reader’s Notebook page 384
* Text X-Ray- (2017 edition) T101
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts |  |
| **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 do scientists use fossils to learn about life long ago? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Main Idea and Details Web- Question #3 | Choose one of the following based on the type of writing to be highlighted:1. Describe the fossils found by Mary and Jared. What did these fossils tell scientists about life long ago?
2. How did woolly mammoth fossils provide information about the animal?
3. What evidence supports the idea that Mary Anning was an expert fossil finder? Provide details to support this idea.
4. Based on what you have read in the text, why are fossils important? Why is the work of fossil finders valuable?
 |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.5.2, RI.5.10 |
| WritingW.5.2, W.5.4 |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How do scientists use fossils to learn about life long ago? |
|  | 1 | 2 | 3 | 4 | 5 |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional 🡪🡪“Sue Tells a Story”- This is a teacher read aloud that can be used during this week as independent reread (T106 and T107) |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | * Paired Text - “Trapped in Tar”

Other Resources:* “Digging Deeper” (Lexile 1200L)

<http://www.readworks.org/passages/digging-deeper>* “Mammoth Fossil Found” (Lexile 860L)

<http://www.readworks.org/passages/mammoth-fossil-found> * Video -Bill Nye: Fossils

<https://www.schooltube.com/video/139562feb9e84ab1811a/Bill%20Nye%20Fossils> |
| **Vocabulary**Drawn from the texts | theorized, extract, techniques, extinct, carnivores, herbivores, paleontologist, engravings  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How do scientists use fossils to learn about life long ago? |
|  | **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.5.2, RI.5.10 |
| WritingW.5.2, W.5.4 |