**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **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 Night  Respond 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 * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn 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**

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| **Grades 3-5** | b | | | | |
| **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. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.1, RI.3.4, RI.3.7, RI.3.10 | | | | |
| Writing  W.3.2, W.3.5 | | | | |
| Speaking and Listening  SL.3.1, SL.3.2 | | | | |

**Week 2**

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| **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 * 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/ | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **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? | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.1, RI.3.4, RI.3.7, RI.3.10 | | | | |
| Writing  W.3.2, W.3.5 | | | | |
| Speaking and Listening  SL.3.1, SL.3.2 | | | | |