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| **Unit Information** | | | |
| **Unit Theme: Unit 1**  **Meeting Challenges** |  | **Grade**  **Level:** | **5** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** | **5 weeks** | | |
| **Developers:** | **Marjorie Sample, Jessica Parker, Valerie Schara, Lauren Bailey, Kara Fleet** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **Meeting Challenges** | | | | | | |
| **Essential Questions** | | | | | | |
| 1. What kinds of challenges do people face and how do they meet them? 2. How can you write a narrative text that summarized the challenges that characters face? 3. How can you summarize the key events of colonial life in the 13 colonies? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| RL.5.2- **Determine** the theme, **summarize** the text, and **explain** character actions.  RL.5- **Compare** and **contrast** characters, settings, or events with specific details.  W.5.3- Effectively **write** an narrative piece using descriptive details and sequential events.  S.S. 5.H.1- **Analyze** the chronology of key events in United States. | | | | RL.5.4- **Determine** the meaning of phrases in text (figurative language)  RL.5.9- **Compare** and **contrast** stories in the same genre (similar themes and topics)  SS 5.H.1.2- **Summarize** the political, economic and social aspects of colonial life in the thirteen colonies. | | |
| **Possible Minilessons Statements** | | | | | | |
| Reading Street Weekly Stories/Social Studies:  Week 1: *Red Kayak* – Early people can be courageous (Unit 2 Lesson 1)  Week 2: *Thunder Rose* – American Indians utilize natural resources (Unit 2 Lesson 2)  Week 3: *Island of the Blue Dolphins* – Exploration (Unit 2 Lesson 3)  Week 4: *Satchel Paige –* Roberto Clemente Biography (page 134-137 Reading Street)  Week 5: *Ten Mile Day –* Expansion of the United States (Unit 2 Lesson 9 Social Studies) | | | | | | |
| **Possible I Can Statements** | | | | | | |
| RL.5.2- I can determine the theme, summarize the text, and explain character actions.  RL.5.3- I can compare and contrast characters, settings, or events with specific details.  W.5.3.-I can effectively write a narrative piece using descriptive details and sequential events.  SS.5.H.1- I can analyze the key events in the United States.  RL.5.4- I can determine the meaning of phrases in text.  RL.5.9-I can compare and contrast stories in the same genre.  SS 5.H.1.2- I can summarize colonial life in the 13 colonies. | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| Week 1: After reading the story *Red Kayak* and *Early People* (S.S. Lesson 1) students can practice narrative writing.   * *Prompt:* Using the illustration on page 48 and 49 (S.S. book) compare and contrast the nomads courage to the main character in *Red Kayak*, Brady.   Week 2: After reading the story *Thunder Rose* and *American Indians* (S.S. Lesson 2) students can create a tall tale.   * *Prompt:* Create a tall tale based on the characteristics of a regional American Indian group.   Week 3: After reading the story *Island of the Blue Dolphins* and *Exploration* (S.S. Lesson 3) students will create island tools  using various supplies. Students will explain how their island tool would help them survive on an island. They  will compare and contrast this with the early explorers.  Week 4: After reading the story *Satchel Paige* and *Roberto Clemente* students will utilize technology. Students will create a  Venn Diagram on Kidspiration comparing Satchel and Roberto.  Week 5: After reading the story *Ten Mile Day* and *From Ocean to Ocean* (S.S. Lesson 9) students can practice descriptive  writing.   * *Prompt*: Describe the contributions of people of diverse cultures throughout the history of the United States. Focus on culture changes, similarities and differences. | | | | | | |
| **Essential Vocabulary** | | | | | | |
| Week 1: ELA Page 24   * Compressions-short applications * Grumbled- complained in a bad tempered way * Insistently- in a persistent way * Intentionally- on purpose * Minute- a period of time equal to sixty seconds * Neutral- a position of gears in which no motion goes from an engine to other working parts. * Normally- usually; in a normal way   Week 5: ELA page 144   * barren * deafening * lurched * previous * prying * surveying | Week 2: ELA Page 54   * branded * constructed * daintily * devastation * lullaby * pitch * resourceful * thieving * veins | | Week 3: ELA Page 86   * gnawed * headland * kelp * lair * ravine * shellfish * sinew | | | Week 4: ELA Page 114   * confidence * fastball * mocking * outfield * unique * weakness * windup |
| **Resources** | | | | | | |
| **Reading Street Grade 5 Unit 1 Volume 1 & 2**  **Harcourt Social Studies NC Grade 5**  **www.mrdonn.org** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
| **-Pearson weekly tests**  **-Pearson unit tests**  **-Fresh reads** | | **-Compare characteristics, Analyze character motivation, Summarize key events, and Determine character actions.**  **-Teacher observations, professional judgments** | | | **Post assessment:**  **Narrative writing prompt- Imagine you are a colonist. Explain events in your daily life. Be sure to include the following:**  **-your perspective of the government**  **-economic challenges you face**  **-interactions in your social group** | |