

Grade 5

Distance Learning Module 1: Week of: 3/30/2020 – 4/3/2020

Grade 5 ELA - Modified from [Unit 5 - Picturing Change](#)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Students will identify nouns in sentences with accuracy.
- Empathy can lead to social action, Stories can help us better understand wordly communities, cultures, life experiences and family dynamics.
- Books can be a reflection of your own life and experiences.

Vocabulary: nouns, window, mirror, perspective, culture, diversity, empathy, community, activist, action, social change, adversity

Skills:

- Determining theme from how the characters in the story respond to problems and challenges
- Comparing and contrasting settings, themes, characters, and their own experiences across multiple texts and their own lives, analyzing how the narrator or characters voice influences the way the story is told.

Expectation: By the end of module one, students will have an understanding of using books as mirrors. Students will be able to use books to see themselves in the characters, the plot, the setting and the conflicts in order to better understand the stories.

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|---|---|--|
| Monday: Grammar: <ol style="list-style-type: none">1. Use the guide sheet to discover what a noun is.2. Identify nouns in a sentence.3. Complete a Google form exit slip to prove what you know. | Youtube video - mini lessons & read aloud Anchor chart posted on google classroom and can be printed out Learning Objective can be posted on google classroom and printed out | Grammar: Google Form Noun Exit Slip Use a Google Doc of a T Chart, Venn Diagram or pictures of notebook pages to collect your thinking. T Chart |

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|--|--|--|
| <p>Learning Objective: Strong readers use books as mirrors to see themselves in the characters, plot, setting and conflicts to better understand the stories.</p> <p>Step 1: Watch mini lesson read aloud video</p> <p>Step 2: Select a text from the options below:</p> <p>A Bad Case of the Stripes Catching the Moon</p> <p>Enemy Pie</p> <p>Lotus & Feather</p> <p>No Mirrors in My Nana’s House</p> <p>As Fast As Words Could Fly</p> <p>The Hula Hoopin’ Queen</p> <p>Step 3: As you listen to the text, stop and jot in your readers notebook or on a google doc using either a T Chart or Venn Diagram to compare the picture book to your own life.</p> | | |
| <p>Tuesday: (Building off of work from yesterday) Learning Objective: Strong readers use books as mirrors to see themselves in the characters, plot, setting and conflicts to better understand the stories.</p> <p>Step 1: Look over the sample notebook pages.</p> | <p>Sample notebook page from yesterday’s read aloud</p> <p>Growing your thinking by using sticky notes on the same page</p> <p>Growing your thinking by writing about what</p> | <p>Reading notebook pages - either add on using sticky notes or create a new page and write a brief paragraph to grow your thinking.</p> |

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|--|---|--|
| <p>Step 2: Select a text from the list below that you have not yet listened to.</p> <p>A Bad Case of the Stripes</p> <p>Catching the Moon</p> <p>Enemy Pie</p> <p>Lotus & Feather</p> <p>No Mirrors in My Nana’s House</p> <p>As Fast As Words Could Fly</p> <p>The Hula Hoopin’ Queen</p> <p>Step 3: Stop and jot in your notebook or google docs in the chart you started yesterday as you read.</p> <p>Two strategies to build off of the work from yesterday are to use sticky notes or writing a short paragraph and asking yourself “what does this make you think?” “Does this connect to any other books or experiences I’ve had?”</p> | <p>you’ve collected in a paragraph.</p> | |
| <p>Wednesday:</p> <p>Step 1: Watch the short video</p> <p>Step 2: Stop and jot by responding to these questions: What is the message? What is the purpose of this clip? How might this video relate to the books you’ve been reading and the work you’ve been doing in your</p> | <p>Dream with Us</p> | <p>Reading notebook entry - response to watching the video the first time and after watching it a second time.</p> |

| Description of Task (s): | Resources and Materials: | Daily Checks (Return to Google Classroom or snapshots from a cell phone) |
|--|---|--|
| <p>notebook?</p> <p>Step 3: Watch the video again, this time trying to use it as a mirror.</p> <p>Step 4: Ask yourself these questions and jot down your response in your reading notebook or google doc: How do you see yourself in this clip? How can you see yourself in the emotions, the experiences, the struggles, the identities and the personalities of the people/characters in this clip?</p> | | |
| <p>Thursday:</p> <p>Grammar:</p> <ol style="list-style-type: none"> 1. Use the guide sheet to discover what a noun is. 2. Identify nouns in a sentence. 3. Complete the brainpop video and quiz with accuracy. | | <p>Grammar:</p> <ol style="list-style-type: none"> 1. Watch video on Brainpop English > Grammar > Nouns 2. Take the “Review Quiz” |
| <p>Friday:</p> <p>Step 1: Review the “sentence starters to grow your thinking” and the long write criteria for success and directions.</p> <p>Step 2: Select a text from any of the books you’ve read online or a picture book you have at home.</p> <p>Step 3: Write long (for about 15-20 minutes) in your readers notebook or on google docs about how you are using this picture book as a mirror.</p> | <p>Sentence starters to help grow your thinking in your long write</p> <p>Long Write Criteria for success</p> | <p>Long write in readers notebook or on google doc.</p> <p>Google Doc for long write with criteria for success</p> |

Week criteria for success (attach student checklists or rubrics):

Long write criteria for success

Mirror Long Write Criteria for Success

- ☐ I included the title of the book I am connecting to in my writing.
- ☐ I clearly **identified and explained** how the book I am reading can be a mirror and reflects my own life, experiences, emotions, or conflicts.
- ☐ I analyzed and supported that connection using specific evidence from the text and my own life.
- ☐ I used complete sentences and checked for capitalization and punctuation and have few to no errors.
- ☐ I used sentence starters to help grow and expand my thinking.

Supportive resources and tutorials for the week (plans for re-teaching):

Additional Picture book read alouds

Additional Links:

- Malala's Magic Pencil
- Ascend Video
- Panyee Football Club
- 60 Minutes: Child Homelessness
- Prudy's Problem and How She Solved It