

Grade 5

Distance Learning Module 9 Week of: 6/1/2020-6/5/2020

## **Grade 5 ELA - Modified from [Unit 7: Historical Fiction - Blending Nonfiction and Fiction to Investigate a Historical Era](#)**

### **Targeted Goals from Stage 1: Desired Results**

#### **Content Knowledge:**

- **Spelling:** Using the provided guide sheet, students will identify and spell “other” vowel phonograms.
- Students will begin to analyze, question, and grow theories about a specific historical era/time period.
- Students will collect and organize additional information that allows them to blend elements of fiction with nonfiction in order to help them build upon their background knowledge while building theories and themes about the people that lived during this time period
- Students will identify important vocabulary that is connected to this time period and they will collect it, define it, and show command of the word as they use it in an original sentence

#### **Vocabulary:**

- **Phonograms**
- Students will identify important vocabulary that is connected to this time period and they will collect it, define it, and show command of the word as they use it in an original sentence

#### **Skills:**

- Building Connections
- Synthesizing
- Analyzing

**Expectation:** After exploring several historical fiction eras during week one, each student will aim to become an expert about one historical era. During week two, students will select a historical fiction book and will begin to tie it together with non-fiction resources that they collect about their era. Each student will create their own non-fiction library page that is filled with additional resources that they have found about their era. They will use this knowledge and will link it to the characters’ lives/struggles in a historical fiction book that has been set in this era. They will form theories/themes about the people in this era and will use text evidence from their books/research to support their thinking.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Monday:</p> <p><b>Spelling:</b> Using the provided guide sheet, identify and spell “other” vowel phonograms.</p> <p><b>Historical Fiction:</b></p> <ol style="list-style-type: none"> <li>1. Make sure that you have finished the first section of your book.</li> <li>2. Update your K-W-L chart and your Vocabulary Chart.</li> <li>3. Use the K-W-L checklist and Vocab Checklist to help make sure you are on track.</li> </ol>	<ul style="list-style-type: none"> <li>- A sample of a teacher’s updated K-W-L chart and a sample of a teacher’s updated Vocab chart after reading section one</li> <li>● Checklist for K-W-L Chart and Vocab Chart</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Spelling:</b> Complete “other” vowel phonogram table.</li> <li>● Completed K-W-L Chart and Vocabulary Chart for section one</li> </ul>
<p>Tuesday:</p> <ol style="list-style-type: none"> <li>1. Use Tuesday, Wednesday, and Thursday to finish the second section of your book.</li> <li>2. Please stop when you reach the end of your second section.</li> <li>3. While reading the second section, update your K-W-L Chart and Vocab Chart.</li> </ol>	<ul style="list-style-type: none"> <li>- A sample of a teacher’s updated K-W-L chart while reading section two</li> <li>- A sample of a teacher’s updated Vocab chart while reading section two</li> <li>● Checklist for K-W-L Chart and Vocab Chart</li> </ul>	<ul style="list-style-type: none"> <li>- Updated K-W-L chart for section two</li> <li>- Updated Vocab chart for section two</li> </ul>
<p>Wednesday:</p> <ol style="list-style-type: none"> <li>1. Use Tuesday, Wednesday, and Thursday to finish the second section of your book.</li> <li>2. Please stop when you reach the end of your second section.</li> <li>3. While reading the second section, update your K-W-L Chart and Vocab Chart.</li> </ol>	<ul style="list-style-type: none"> <li>- A sample of a teacher’s updated K-W-L chart while reading section two</li> <li>- A sample of a teacher’s updated Vocab chart while reading section two</li> <li>● Checklist for K-W-L Chart and Vocab Chart</li> </ul>	<ul style="list-style-type: none"> <li>- Updated K-W-L chart for section two</li> <li>- Updated Vocab chart for section two</li> </ul>

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
<p>Thursday:</p> <p><b>Spelling:</b> Using the provided guide sheet, identify and spell “other” vowel phonograms.</p> <p><b>Historical Fiction:</b></p> <ol style="list-style-type: none"> <li>1. Use Tuesday, Wednesday, and Thursday to finish the second section of your book.</li> <li>2. Please stop when you reach the end of your second section.</li> <li>3. While reading the second section, update your K-W-L Chart and Vocab Chart.</li> </ol>	<ul style="list-style-type: none"> <li>- A sample of a teacher’s updated K-W-L chart after reading section two</li> <li>- A sample of a teacher’s updated Vocab chart after reading two</li> <li>● Checklist for K-W-L Chart and Vocab Chart</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Spelling: Complete the “other” vowel phonogram exit slip</b></li> <li>● Updated K-W-L chart for section two</li> <li>● Updated Vocab chart for section two</li> </ul>
<p>Friday:</p> <p>Long-Write Day: Connecting Your Main Character to the Time Period</p> <ol style="list-style-type: none"> <li>1. Use the following questions to help you write long. Write in paragraph form: <ul style="list-style-type: none"> <li>- What problem or problems is the main character dealing with in this story? Use specific information from the historical time period to help you explain the problem or problems that exist.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Long-write checklist</li> <li>● Teacher Sample Response</li> </ul>	<ul style="list-style-type: none"> <li>● Long-write response</li> </ul>

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

- ☐ Read the second section of your historical fiction chapter book
- ☐ Update your K-W-L and Vocab pages after reading the second section of your historical fiction book
- ☐ Complete a long-written response explaining how the main character have been impacted by the problems/events that exist during this period

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

- A student checklist for their K-W-L chart
- A sample of a teacher's updated K-W-L chart after reading section two
- A sample of a teacher's updated Vocab chart after reading section two
- Student checklist for long-written response
- Teacher sample of a long-written response
- Recorded Videos of mini-lessons