Inventive Thinking and Exploration

5th grade Unit 2
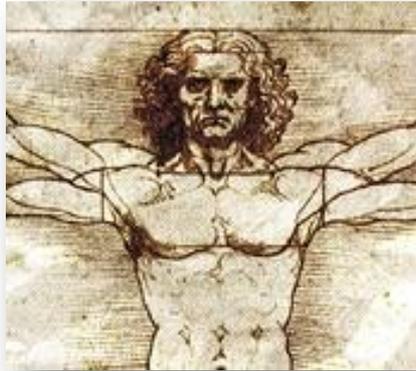
EL A Unit Planning Team-
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Social Studies Integration Team
Sarah Cassady (BG), Amy Mileham (GH), Tracy Craft (RG), Adria Trombley (JD), Deborah Goff (OW), Della Hutcheson (ES)
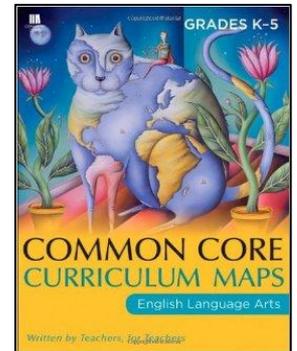
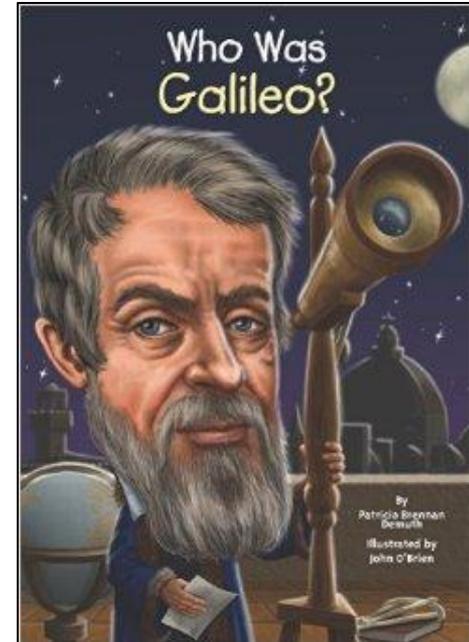# Inventive Thinking and Exploration
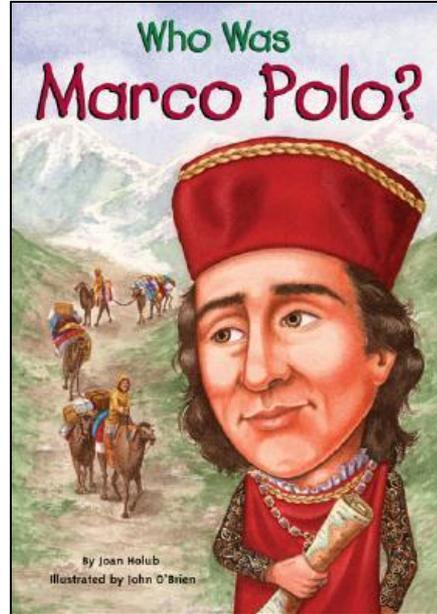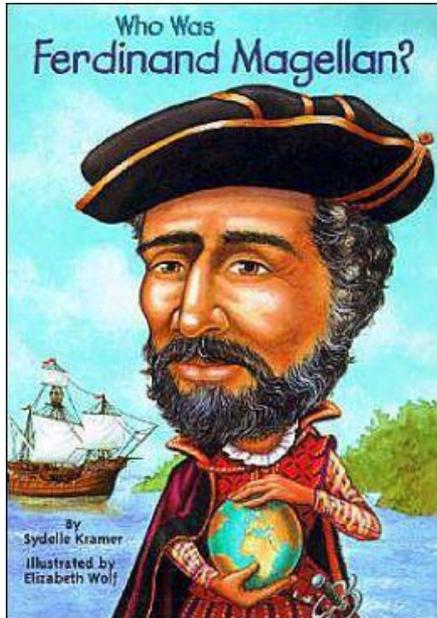
Essential Questions

How do authors effectively develop characters in a text?

How do authors use characters to develop the theme?

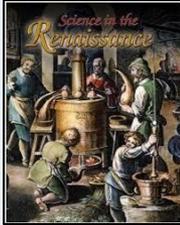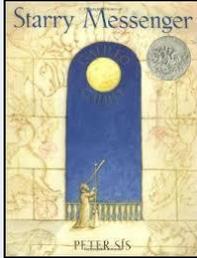*How do explorers impact the future?*

GRADES K–5

COMMON CORE
CURRICULUM MAPS
English Language Arts

Written by Teachers, for Teachers

Additional Texts

Move 8 copies from Unit 5
Add 2 more to make a total of 10
copies of each title

10 copies

Week	Standards	Text Options	Activity Options
	How do authors effectively develop characters in a text?		
1	**RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details: summarize the text. **W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources (list one source this unit). **W.5.9** Draw evidence from literary or information text to support analysis, reflection, and research. **L.5.1** *Command of Conventions*	 15 copies 1 copy 29 copies 1 copy	**Teacher Created Resources** **PPT**- background information on the Renaissance KWL- Renaissance Jigsaw reading of selections from <u>Science in the Renaissance</u>

Week	Standards	Text Options	Activity Options

How do authors effectively develop characters in a text?

2

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text **_including how characters in a story or drama respond to challenges_** or how the speaker in a poem reflects upon a topic; *summarize the text (introduce).*

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

L.5.1 *Command of Conventions*

PILAR MOLINA LLORENTE
The Apprentice

29 copies

Character Traits/Change - **Introduce character traits with a picture book of your choice:** **Examples might include <u>Tacky the Penguin</u> by Helen Lester, <u>The Paperboy</u> by Dav Pilkey, <u>Koala Lou</u> by Mem Fox, <u>Amos and Boris</u> by William Steig.**

KOALA LOU
WRITTEN BY Mem Fox   ILLUSTRATED BY Pamela Lofts

K- Unit 5

TACKY the Penguin

4th- Unit 3

WILLIAM STEIG
AMOS & BORIS

3rd- Unit 2

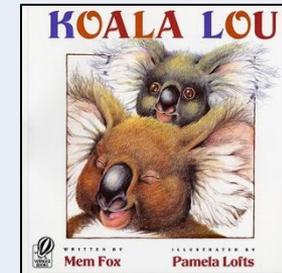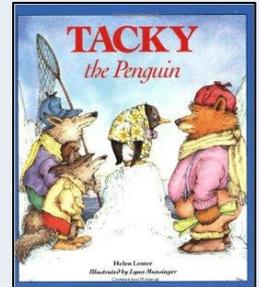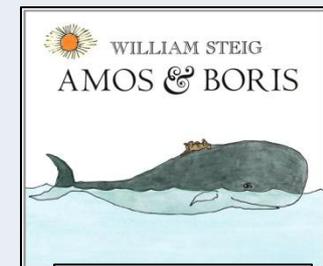| Week	Standards	Text Options	Activity Options
	How do authors use characters to develop the theme?		
3	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2** Determine a theme of a story, drama, or poem from details in the text _**including how characters in a story or drama respond to challenges**_ or how the speaker in a poem reflects upon a topic; _summarize the text (introduce)._ **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **L.5.1** _Command of Conventions_ **L.5.2a** Use punctuation to separate items in a series.	_Character Conflict_ 29 copies _Additional titles- short stories_	**Resources can be found on the Teacher Created Resource page (TCR) to record character traits and cite evidence**

Week	Standards	Text Options	Activity Options
	How do authors use characters to develop the theme?		
4	**RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2** Determine a theme of a story, drama, or poem from details in the text ***including how characters in a story or drama respond to challenges*** or how the speaker in a poem reflects upon a topic; *summarize the text (introduce).* **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **L.5.1** *Command of Conventions* **L.5.2a** *Punctuation to separate items in a series*	***Character Traits, Change and and Conflict*** *The Apprentice by Pilar Molina Llorente* 29 copies	**Resources can be found on the Teacher Created Resource page (TCR) to record character traits and cite evidence**

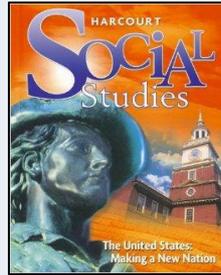| Week	Standards	Text Options	Activity Options
	How do explorers impact the future?		
5	**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.3** Explain relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. *Social Studies Standards* *E.4.5.1 Explain ways trade-offs have allowed societies to get the most out of scarce resources* *G.11.5.1 Explain how interactions with nearby and distant places have changed the spatial patterns of economic activities over time (e.g., explorers, trade routes, triangular trade)* *H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)*	**Teach these standards using the explorer books.** **Optional: See Social Studies Lessons in Teacher Created Resources.** Chapter 3 & 4 10 copies each title Who Was Magellan? Who Was Marco Polo? Moved from Unit 5	**Small group reading of explorer books /take notes** **Explorers & Economics Activity on TCR**

Week	Standards	Text Options

How do explorers impact the future?

6

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3 Explain relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

L.5.1 *Command of Conventions*

L.5.2a *Punctuation to separate items in a series*

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

W.5.9 Draw evidence from literary or information text to support analysis, reflection, and research.
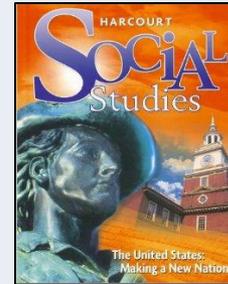
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Social Studies Standards

E.4.5.1 *Explain ways trade-offs have allowed societies to get the most out of scarce resources*
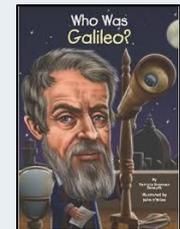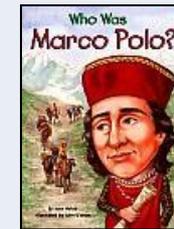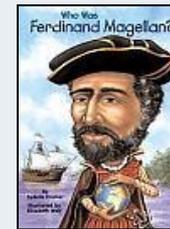
G.11.5.1 *Explain how interactions with nearby and distant places have changed the spatial patterns of economic activities over time (e.g., explorers, trade routes, triangular trade)*

H.12.5.3 *Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)*

Chapter 3 & 4

10 copies each title

Activity Options

Students will research an explorer during this week.

See Teacher Created Resources (TCR) for explorers and econ activities

Backward Unit Planning 1.0

Essential Questions

Identify and **CLARIFY** the **STANDARDS**

Gather and study the **RESOURCES**

DIVIDE the unit into weeks and **DISTRIBUTE** the standards

Make or locate **SUMMATIVE** and **PERFORMANCE ASSESSMENTS**

Plan **FORMATIVE ASSESSMENT(S) (FEEDBACK)**

Plan **DAILY LESSONS**

Incorporate **TECHNOLOGY**