

Fifth Grade Unit 1

The following texts have been provided by the district for use with the activities in the Common Core Curriculum Map units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Playing With Words

“Why (and how) do we play with language?”

4 weeks

AUGUST						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

[Link to Pacing Guide](#)
[Unit 1](#)

Sample Activities and Assessments

 (pg. 344-346 [Common Core Curriculum Maps](#))

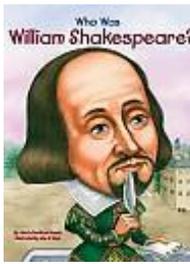
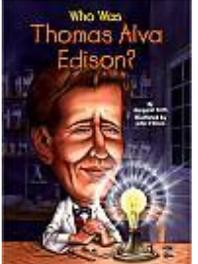
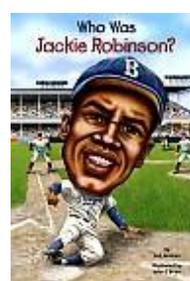
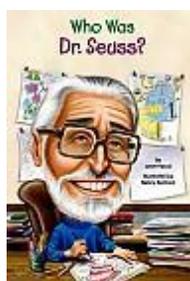
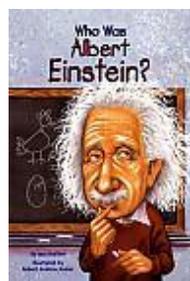
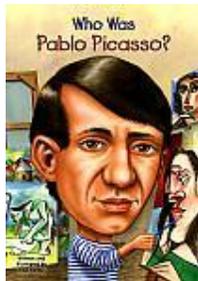
The listed standards appear on the 1st Quarter Scoring Guide

1. Research/Bio-Poem-

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2nd Quarter)

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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



4 copies of each title

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2. Research and Informative/Explanatory Writing

RI.5.3. Explain the 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. (1st Quarter)

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

3. Class Discussion

SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (1st Quarter and 2nd Quarter)

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (1st Quarter and 2nd Quarter)

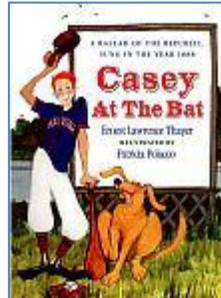
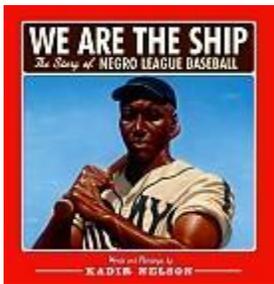
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (1st Quarter)

4. Class Discussion

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. (1st Quarter)

SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (1st Quarter and 2nd Quarter)

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (1st Quarter and 2nd Quarter)



5. Poetic Devices

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.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

Poems

“The Echoing Green” (William Blake) (E)

“Little Red Riding Hood and the Wolf” (Roald Dahl) (E)

“Eletelephony” (Laura Richards)

“My Shadow” (Robert Louis Stevenson)

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6. Narrative Writing

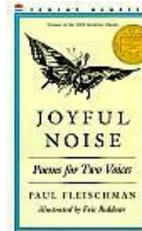
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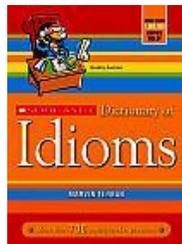
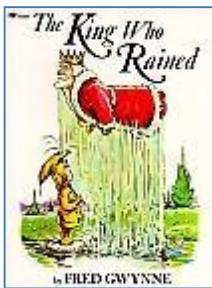
7. Dramatization/Fluency

RF.5.3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



8. Create a Class Book

L.5.5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.



9. Word Study

L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

10. Listening/Musical Appreciation

SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (1st Quarter and 2nd Quarter)

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. (1st Quarter and 2nd Quarter)

***The Young Person's Guide to the Orchestra*- Benjamin Britten**

<http://www.youtube.com/watch?v=kR9nDnylhAU>

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11. Opinion Essay

- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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.a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

12. Grammar and Usage

- L.5.3.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

13. Mechanics/Grammar Wall

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

14. Vocabulary/Word Wall

- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

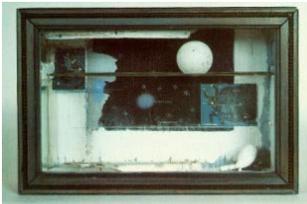
15. Art/Class Discussion

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

(1st Quarter and 2nd Quarter)

16. Art/Writing

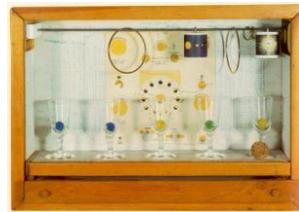
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.



Joseph Cornell
Cassiopeia 1
(1960)



Joseph Cornell
Object (Roses des Vents)



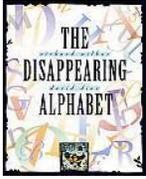
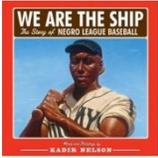
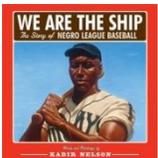
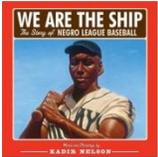
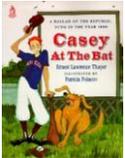
Joseph Cornell
Untitled (Solar Set)
(1956- 1958)



Joseph Cornell
L’Egypte de Mlle Cleo de Merode,
cours elementaire d’histoire naturelle
(1940)

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Text Talk Texts

	<i>The Disappearing Alphabet</i> (Richard Wilbur and David Diaz)	rove	To wander about; to go from place to place
		acute	keen, sharp, sensitive
		cling	To hold on to like glue; to hold tightly
	<i>We Are The Ship: The Story of Negro League Baseball</i> By Kadir Nelson Chapter 1 - 1st Inning	prohibited pg.2	To forbid someone from doing something or to prevent something from being done
		integrate pg. 9	To combine two or more things to create one new whole to intermix a minority population with a majority one
		dignity pg .9	The personal quality of being worthy of honor
	<i>We Are The Ship: The Story of Negro League Baseball</i> By Kadir Nelson Chapter 3- 3rd Inning	segregated pg. 24	To separate a group of people because of race, gender or religion, or to set apart
		brainstorm pg. 26	To think of as many ideas as possible without criticizing them:
		squawk pg. 29	To complain or protest, esp. in a loud or raucous voice
	<i>We Are The Ship: The Story of Negro League Baseball</i> By Kadir Nelson Chapter 5 - 5th Inning	peculiar pg. 41	Something that is different and unusual
		legendary pg. 47	Someone or something that has become famous or well-known
		accuracy pg. 51	The degree to which something is true or exact
	<i>Casey at the Bat</i> By Ernest Lawrence Thayer	keenest	Describes something sharp or intense
		defiance	Act of standing up to an opponent or authority
		recoiled	To spring back or back away
	My Shadow By Robert Louis Stevenson	coward	A person who lacks courage and turns away from danger
		notion	An idea, belief, or vague knowledge of something
		errant	Straying from the normal course or not following guidelines or standards

Additional Resources:

Jackie Robinson

http://www.teachercreatedmaterials.com/curriculum_files/free/activities/february2011/Jackie_Robinson.pdf