

Grade 5

Distance Learning Module 2: Week of: 4/6/2020-4/9/2020

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

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Identify verbs 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 used as window, or a tool to better understand the world and the people that make up our world.

Vocabulary: verbs, 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 two, students will have an understanding of using books as windows. Students will be able to use books to see and understand how other people might live and experience things differently than in our own lives. Students will be able to use books to better understand the world and the people that make up our world.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: Grammar: 1. Using the guide sheet of what a verb is, identify verbs in a sentence. 2. Complete a Google form exit slip to prove what you know.		Grammar Check - Verb Exit Ticket
Tuesday:	Mini lesson & read aloud video	Collect your thinking in your reader's notebook using the modeled T chart or on the

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Learning Objective: Strong readers use books as windows to better understand the world and the people that make up our world. Step 1: Watch mini lesson and read aloud video. Review the sample notebook pages posted on Google Classroom. Step 2: After watching the video, select and read several picture books from either Storyline Online or from your house. Step 3: Stop and jot your thinking about how you are using that book as a window. Collect your thinking in the T Chart either in your notebook or on google docs.		google doc. T Chart Google Doc
Wednesday: Step 1: Look back over your work from yesterday (window T-Chart) and from last week (Mirrors T-Chart or Venn Diagram). Step 2: Watch mini lesson & read aloud video Step 3: Add on to both your window and mirror notebook pages/google docs depending on how you are using the books you've selected (if the book is reflecting your own life, add to your mirror page, if the book is allowing you to see into a new experience, add to your window page).	Link to mini lesson & read aloud	Add to the work started yesterday either in your reading notebook or on google docs.
Thursday: Long Write Formative Assessment:	Sample student work	Long write google doc Criteria for Success

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Step 1: Review criteria for success and student work samples posted on google classroom. Step 2: Select a picture book (this can be one that you’ve already read) to write about. Your book can be one that you have at home or that is online. Step 3: Write long (about 15-20 minutes) about the following question: When you read this book, are you using it as a window or a mirror? Use evidence from the text and your life to explain. You have the option to write in their reading notebooks or on the google doc template. Grammar: 1. Using the guide sheet of what a verb is, identify verbs in a sentence. 2. Complete a brainpop video and quiz.		Grammar: 1. Watch video on BrainPop; english>grammar>verbs. 2. Then take the “review quiz”

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

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, a window, or is acting as both.
- ☐ I analyzed and supported my thinking by using specific evidence from the text and my own life experiences.
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):