

# Integrated Thematic Unit: Grade 5 - Theme 1: Nature's Fury

Based on Houghton Mifflin Reading Themes and Connected to Social Studies, Science and/or Art Standards

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## *Stage 1 - Desired Results for Universal Access*

### **HM Theme Concept: Nature's Fury**

Nature is powerful and people must cope with the challenges it presents.

### **Cross-Curricular Goals (Content Standards):**

- SCI 4:** Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
- Students know uneven heating of Earth causes air movements (convection currents).
  - Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
  - Students know the causes and effects of different types of severe weather.
  - Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables.

### **HM Reading Comprehension Skill:**

- Sequence of Events
  - Identify order of strategies
  - Identify words that signal sequence
  - Learn academic language=signal words, sequence order
- Text organization
  - Identify different ways in which authors organize text (see page 81A TE)
  - Identify when an author shifts from the present action to past events
- Categorize and Classify (see page 105 TE)

### **HM Writer's Workshop:**

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### **Summary:**

Students extend their understanding of the theme, Nature's Fury, through researching causes of changing weather patterns and natural disasters. They apply their research and the reading skills taught in this theme to various learning activities offered in the Extension Menu.

### **Prerequisites:**

- Skills of independent work
- Students should be pre-assessed for reading level
- Students should be pre-assessed for knowledge of the reading comprehension skills taught in this unit.

# Integrated Thematic Unit: Grade 5 - Theme 1: Nature's Fury

<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>1. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.</li> <li>2. Geography affects weather</li> <li>3. Weather is a powerful, unpredictable force of nature</li> <li>4. People learn to cope with nature's power.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does geography play a role in natural events?</li> <li>2. How do people cope with nature?</li> <li>3. How do people use their understanding of nature to improve their lives and the world?</li> <li>4. How do humans affect the climate?</li> </ol>
<p><b><i>Students will know ...</i></b></p> <ol style="list-style-type: none"> <li>1. What causes earthquakes, volcanoes, and severe weather</li> <li>2. Geographical regions of various events in nature (earthquakes, hurricanes, etc.)</li> <li>3. Consequences of severe weather and natural disasters</li> <li>4. Disaster response/preparedness</li> <li>5. Career opportunities related to weather and geography</li> <li>6. A beginning understanding of human responsibility to nature</li> <li>7. Sequence of events</li> <li>8. Classification and Categorizing</li> <li>9. Text Organization</li> </ol>	<p><b><i>Students will be able to ...</i></b></p> <ol style="list-style-type: none"> <li>1. Identify how non-fiction text is organized.</li> <li>2. Recognize and apply sequence of events while reading and writing</li> <li>3. Categorizing and classifying information</li> <li>4. Write to inform</li> <li>5. Present to inform</li> </ol>

## *Stage 2 - Assessment Evidence for Universal Access*

**HM Theme:**

- SCOE Test    **OR**  
 Houghton Mifflin Theme Skills Test:

**Anthology Selections:**

<input type="checkbox"/> <b>Selection Tests</b> (Teachers' Resource Blackline Masters)	<input type="checkbox"/> <b>Reading Response Journal</b>
<input type="checkbox"/> <b>"Think About the Selection"</b> p. 46    p. 76    p. 100	<input type="checkbox"/> <b>Daily Log</b>
<input type="checkbox"/> <b>Assessing Skill per selection:</b> <ul style="list-style-type: none"> <li>• Practice Book    <b>OR</b></li> <li>• Skill Performance Tasks                      (TE Teachers' Resource Tab)</li> </ul> <p>Suggested Activities:</p> <p>R 9 – Write Comic Strip</p> <p>R 11 – Study Guide</p> <p>R13 – Map Game</p>	<input type="checkbox"/> <b>Other:</b>

**Summative Performance Task: Based on Essential Understandings**

- Writing to Inform    **OR**  
 Presenting to Inform  
 **Suggested Prompt (for writing or presenting to inform):**  
 Write a narrative passage in which the main character is in a natural disaster. In the narrative include the sequence of events and the character's responses to the challenge and/or changed in a positive way due to the experience

**Key Criteria:**

- Criteria Cards for each product  
 Assessment Cards for each product on Extension Menu (see page 8)  
 Writing to Inform and Presenting to Inform Rubrics

**Other Evidence:**

- Daily Log of Extension Work and Reading Log  
 Self Evaluation Checklist  
 Task commitment and engagement when working independently  
 Peer Reviews

## Stage 3 - Learning Plan for Universal Access

### Launching the Theme – 2 Days:

- Building connections to text, academic language and Essential Understandings of the HM Theme
- HM Theme Matrix
- GLAD Strategies:
  - Focus and Motivation:
  
  - Input
  
  - Guided Oral Practice

### Teaching the Theme – 2 – 3 days *per selection*:

- Differentiate the reading, allowing advanced (“challenge”) students to read at their own pace.
- Reading Comprehension Skill Lessons (Before, Mid, After)
- Continuous building of connections to text, academic language and Essential Understandings
- **Extension Menu** of Learning Activities: *Practice and Application*
- **Performance Task**: Bringing together of HM selections, Target Page, Theme Matrix, research and Extension Menu projects.
- Presented as a written piece or a presentation: Writing to Inform or Presenting to Inform
- HM Theme Matrix
- GLAD Strategies:
  - Focus and Motivation:
  
  - Input
  
  - Guided Oral Practice

### Closure and Evaluation – 2 Days:

- HM Theme Matrix
- GLAD Strategies:
  - Closure/Evaluation
  
- Theme Performance Task: Presentation to Audience
- SCOE Test **OR** Theme Assessment

## Differentiation / Universal Access

### Student Role

1. Students choose from an **Extension Menu** of Learning Activities/Products that integrates Social Studies, Science and or Art with Reading Theme and Reading Skills.
2. Students apply their learning from Extension Menus into a **Performance Task**:
  - Writing to inform (use rubric)
  - Presenting to inform (use rubric)
3. Students keep track of progress in **Daily Log of Extension Work and Reading**
4. Students work independently, sign **Independent Study Agreement**
5. Students help find research resources to learn more about the essential understandings and essential questions found on the **Target Page**
6. Students complete **Self-Evaluation Checklist** at end of theme.

### Teacher Role

1. Model, Teach and Practice the use of product criteria for various subjects and purposes before asking students to be independent.
2. Teach students to do their own record keeping
3. Review and monitor the skills of independent work i.e. time management
4. Teacher checks in with Extension Menu students regularly to scaffold learning and check on organization of materials
5. Teacher provides clear directions, criteria and rubrics for Extension Menus
6. Teacher provides clear directions, criteria and rubrics for Performance Tasks
7. Teacher helps find research resources to support the essential understandings and essential questions found on the **Target Page**

# Theme 5-1: Nature's Fury ~ Extension Menu

Name \_\_\_\_\_ Due Date \_\_\_\_\_

*Directions: Choose 3 activities in a row as you would in Tic-Tac-Toe*

<p><b>1. <u>Map</u></b></p> <p>Create a map of the U.S.A showing where hurricanes, tornados, earthquakes and volcanoes occur.</p> <ul style="list-style-type: none"> <li>• Use symbols to identify areas.</li> <li>• Give reasons why each type of event happens in particular geographic locations.</li> </ul>	<p><b>2. <u>Oral Presentation</u></b></p> <p>Develop and present an oral presentation about weather- and climate-related careers.</p> <ul style="list-style-type: none"> <li>• Choose three careers to research and report on.</li> <li>• Include the sequence of preparation to becoming an expert in their field.</li> </ul>	<p><b>3. <u>Newscast</u></b></p> <p>Create and present a newscast focusing on a severe weather event.</p> <ul style="list-style-type: none"> <li>• Give an on the scene account of the situation.</li> <li>• Take into account the damage being done, how people are reacting, and what emergency action is being taken.</li> <li>• Use transitional words or phrases that explain sequence of events.</li> </ul>
<p><b>4. <u>Poster</u></b></p> <p>Create a poster illustrating 4 different kinds of severe weather. Include</p> <ul style="list-style-type: none"> <li>• the scientific causes</li> <li>• the consequences to humans and ecosystems</li> <li>• the likely geographical location</li> <li>• how humans can prepare</li> </ul>	<p><b>5. <u>Poem</u></b></p> <p>Now the house of wind is thundering. Now the house of wind is thundering. As I go roaring over the land, the land is covered in thunder wind song</p> <p>From the Pima Indians</p>	<p><b>6. <u>Timeline</u></b></p> <p>Research Global Warming.</p> <ul style="list-style-type: none"> <li>• Create a Timeline showing changes in the earth's climate.</li> <li>• Write a one page summary of your conclusions about the causes of climate change.</li> <li>• Use section headings like those found in a text book.</li> </ul>
<p><b>7. <u>Journal</u></b></p> <p>Write a two week journal reflecting your moods and feelings during different types of weather in a daily paragraph.</p> <ul style="list-style-type: none"> <li>• Write a conclusion about the relationship between weather and mood based on your experience.</li> <li>• Compare your conclusion to actual research</li> </ul>	<p><b>8. <u>Weather Instruments</u></b></p> <p>Build three weather instruments. (Google "Make your own Weather Station.")</p> <ul style="list-style-type: none"> <li>• Explain what each is used for and how to build it.</li> <li>• Demonstrate to the class how they are used to measure or predict the weather.</li> </ul>	<p><b>9. <u>Interview</u></b></p> <p>Interview a person who has faced a powerful act of nature.</p> <ul style="list-style-type: none"> <li>• Create interview questions to help you learn:             <ul style="list-style-type: none"> <li>○ About the sequence of events;</li> <li>○ How they coped;</li> <li>○ What understanding or insight he/she gained from the experience.</li> </ul> </li> </ul>

# Assessment Criteria for "Nature's Fury" Theme Extension Menu

<p><b>1. <u>Map</u></b></p> <p>___ Follows map criteria card</p> <p>___ At least 4 area correctly labeled</p> <p>___ 4 reasons given for occurrence of event</p> <p>___ Neat and accurate</p> <p>___ Correct spelling</p> <p><b>Total: _____</b></p>	<p><b>2. <u>Oral Presentation</u></b></p> <p>___ Follow oral presentation criteria card</p> <p>___ Career identified</p> <p>___ Clear job description</p> <p>___ Educational requirements</p> <p>___ Benefits/satisfaction of job</p> <p><b>Total: _____</b></p>	<p><b>3. <u>Newscast</u></b></p> <p>___ Follow radio report criteria card</p> <p>___ Gives at least 8 facts about event</p> <p>___ Content is accurate and clearly addresses each part of prompt</p> <p>___ Uses sequential order when describing event.</p> <p>___ Uses transitional words.</p> <p><b>Total: _____</b></p>
<p><b>4. <u>Poster</u></b></p> <p>___ Follow the poster criteria card</p> <p>___ Title correctly spelled</p> <p>___ At least 4 different kinds of severe weather are shown</p> <p>___ Short explanation of each kind of weather, its consequences and preparedness needed</p> <p>___ Resources cited</p> <p><b>Total: _____</b></p>	<p><b>5. <u>Poem</u></b></p> <p>___ Neat copy of poem</p> <p>___ Appropriate, colored, detailed illustration.</p> <p>___ Recites from memory with clarity</p> <p>___ Interpretation of poem in a paragraph</p> <p>___ Read three other poems on this subject and share with class</p> <p><b>Total: _____</b></p>	<p><b>6. <u>Timeline</u></b></p> <p>___ Follow timeline criteria card</p> <p>___ Include at least 10 entries</p> <p>___ Research sources noted</p> <p>___ Summary of global warming is sequential with a conclusion</p> <p>___ Summary is written with headings (nonfiction text)</p> <p><b>Total: _____</b></p>
<p><b>7. <u>Journal</u></b></p> <p>___ Follow journal criteria card</p> <p>___ Daily entries for 2 week</p> <p>___ Show relationship between weather and moods</p> <p>___ Clear conclusions that analyze data.</p> <p>___ Correct spelling, punctuation and grammar.</p> <p><b>Total: _____</b></p>	<p><b>8. <u>Weather Instrument</u></b></p> <p>___ Follow demonstration Criteria card</p> <p>___ Follow instructions on web site</p> <p>___ Creative use of materials</p> <p>___ Description of each is accurate and useful</p> <p>___ Site resources used</p> <p><b>Total: _____</b></p>	<p><b>9. <u>Interview</u></b></p> <p>___ Follow interview criteria card</p> <p>___ At least 8 clear questions</p> <p>___ Questions require more than a yes and no answers</p> <p>___ Questions and answers neatly written</p> <p>___ Setting for the interview explained and how you choose this person</p> <p><b>Total: _____</b></p>

**Each Product has 5 criteria, for a total possible of 5 points each, 15 points for 3 products**

Product # \_\_\_\_\_ points earned

Product # \_\_\_\_\_ points earned

Product # \_\_\_\_\_ points earned

**TOTAL \_\_\_\_\_ points earned**

## Thematic Matrix: Grade 5 Theme 1: Nature's Fury

**Essential Questions:**

1. What causes earthquakes, volcanoes and severe weather?
2. Where do most earthquakes, volcanoes and severe weather occur on the planet?
3. How do people use their understanding of nature to cope with natural disasters and to enrich their lives?

← (Elements of the essential understanding) →

HM Selection	Causes	Location	People Coping	Understanding Nature to Improve Life
<i><b>Earthquake Terror</b></i>				
<i><b>Eye of the Storm</b></i>				
<i><b>Volcanoes</b></i>				
<i><b>Storm Warning</b></i>				

**Enduring Understanding:**

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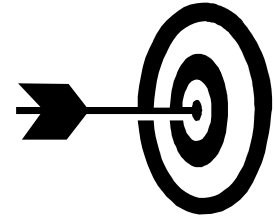
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Name \_\_\_\_\_

Due Date \_\_\_\_\_

## HM Theme 5-1: *Nature's Fury*

Nature is powerful and people must cope with the challenges it presents.



### California Science Content Standards:

- 5.4:** Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns. As a basis for understanding this concept:
- Students know uneven heating of Earth causes air movements (convection currents).
  - Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.
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<p><b>Essential Understandings:</b></p> <ol style="list-style-type: none"> <li>Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.</li> <li>Geography affects weather</li> <li>Weather is a powerful, unpredictable force of nature</li> <li>People learn to cope with nature's power.</li> </ol>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How does geography play a role in natural events?</li> <li>How do people cope with nature?</li> <li>How do people use their understanding of nature to improve their lives and the world?</li> <li>How do humans affect the climate?</li> </ol>
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