

Integrated Thematic Unit: Grade 5 - Theme 2: Give It All You've Got!

Based on Houghton Mifflin ELA Theme Concept and Connected to Social Studies and Science Standards

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Stage 1 – Desired Results for Universal Access

HM Theme Concept:

Determination to reach goals

Cross-Curricular Goals or Standards:

HSS 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

HSS 5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions

Science 5 The solar system consists of planets and other bodies that orbit the Sun in predictable paths. As a basis for understanding this concept:

- a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium.
- b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets

HM Reading Skill/Cognitive Tasks:

- Fact and opinion -- page 157A
- Story structure – 181A
- Predicting Outcomes – 207A
- Topic, main idea, and supporting details – 229A

Summary:

Students extend their understanding of the theme of Determination through researching early explorers and the solar system. 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 theme unit.

Integrated Thematic Unit: Grade 5 - Theme 2: Give It All You've Got!

<p>Essential Understandings:</p> <ol style="list-style-type: none">1. Reaching goals requires determination, focus and planning.2. The journey to reach the goal is beneficial whether the goal is reached or not.3. Perseverance after failure has led to great discoveries and accomplishments.	<p>Essential Questions:</p> <ol style="list-style-type: none">1. What is determination?2. Does determination guarantee success?3. Do we fail if we do not reach our goals?
<p>Students will know:</p> <ul style="list-style-type: none">• The traits of determination: dream, set goals, work hard, have perseverance (don't give up) etc.• Breaking down our goals into small steps will help us be successful• New understandings of our world and universe come from observation, exploration, experimentation and determination.• The basic structure of the solar system and how we came to understand it.• Exploration and experimentation often lead to new understandings• Elements of a story• Elements of non-fiction	<p>Students will be able to:</p> <ul style="list-style-type: none">• Research• Differentiate between fact and opinion.• Find the story structure• Predict outcomes• Find the topic, main idea and supporting details.• Write to inform• Present to inform• Demonstrate understanding of determination

Stage 2 – Assessment Evidence for Universal Access

HM THEME:

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

ANTHOLOGYSELECTIONS:

___ Selection Tests (Teachers' Resource Blackline Masters)	___ Reading Response Journals
___ "Think About the Selection" pg 152 176 202 204	___ Daily Log
___ Assessing Skill per selection: <ul style="list-style-type: none"> • Practice Book OR • Skill Performance Task (TE Teachers' Resource Tab) Suggested Activities: R11 – Present a speech R13 – Write a fan letter R15 – Viewing/speaking R17 – Math	___ Other

Summative Performance Task: Based on Essential Understandings

- ___ Writing to Inform
 ___ Presenting to Inform
Suggested Prompt (for writing or presenting to inform):
 Choose someone you admire. Describe how they overcame obstacles to reach a goal.
 Describe what traits of determination this person possessed

Key Criteria for Extension Menus:

- ___ Criteria Cards for each product
 ___ Matching Assessment Cards for each product on Extension Menu (see page 7)
 ___ 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 Review

Stage 3 – Learning Plan for Universal Access

Launch 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

Teach the Theme – 3 – 5 Days *per Selection*:

- Read the selection allowing advanced students to work at their own pace
- Reading Comprehension Skill Lessons (before, mid, after anthology read)
- Check for Comprehension with “Responding: Think About the Selection”
- **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** HM Theme Assessment Test

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 5-2: Give It All You've Got ~ Extension Menu

Name _____ Due Date _____

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

<p>1. <u>Interview</u></p> <p>Interview a person who has overcome obstacles to reach a goal.</p> <ul style="list-style-type: none"> • Develop 5-8 interview questions that will help you understand the qualities it takes to achieve this goal. • Show chronological sequence of events that led to his/her accomplishment. • Questions should lead to advice to others on goal setting/achievement 	<p>2. <u>Timeline</u></p> <p>Pick any sports figure you admire and create a timeline of their life that shows when they showed determination and overcame obstacles.</p> <ul style="list-style-type: none"> • Indicate at least 10 important events that highlight his/her life. 	<p>3. <u>Mobile</u></p> <p>Create a mobile of the solar system.</p> <ul style="list-style-type: none"> • Create the planets in approximate scale to one another. • List two facts and one opinion about each planet. • List when each planet was discovered and by whom. • Decide what obstacles you would need to overcome in order to survive on two planets of your choice. •
<p>4. <u>Map</u></p> <p>On a map of the world draw the routes of four early explorers. You may use your social studies book for reference. On note cards write information about each explorer, include:</p> <ul style="list-style-type: none"> • Country of origin • Who financed them • How their exploration changed history • Obstacles overcame <p>Paste your note cards on your map</p>	<p>5. <u>Quotes</u></p> <p>There is in this world no such force as the force of determination to rise. The human soul cannot be permanently chained.</p> <p style="text-align: center;">—W.E.B. duBois</p> <p>Undertake something that is difficult; it will do you good. Unless you try to do something beyond what you have already mastered, you will never grow.</p> <p style="text-align: center;">—Ronald E. Osborn</p>	<p>6. <u>Oral Presentation</u></p> <p>Write and present a 2 minute speech about any athlete who has demonstrated determination to overcome obstacles in their career.</p> <ul style="list-style-type: none"> • List crucial smaller steps that helped the athlete reach their professional goal (<i>i.e.</i> Little League, high school sports, etc.) • Determine what parts of your speech are fact and what parts are opinion • Explain how determination helped them overcome obstacles they faced
<p>7. <u>Illustrated Booklet</u></p> <p>Create a booklet that contains illustrations and descriptions of the main story elements.</p> <ul style="list-style-type: none"> • Your story will demonstrate determination and perseverance. • Use "Fear Place" or another suggested story. 	<p>8. <u>Brochure</u></p> <p>Create a survival manual for an adventure that includes</p> <ul style="list-style-type: none"> • A destination • A list of items needed, • Possible obstacles • Personal qualities needed to survive 	<p>9. <u>Comic Strip</u></p> <p>You are going on an adventure. Create a comic strip in which you draw an obstacle you encounter and demonstrate how you overcome it.</p> <ul style="list-style-type: none"> • Include at least 10 panels. • Include Story Elements: <ul style="list-style-type: none"> ○ Setting ○ Characters ○ Plot ○ Resolution

Matching Assessments for Extension Menu

<p>1. <u>Interview</u></p> <p><input type="checkbox"/> Follows Interview Criteria Card</p> <p><input type="checkbox"/> Questions should be written so that the responses help us understand the qualities needed to achieve goals</p> <p><input type="checkbox"/> Questions should also focus on the chronological order that led to accomplishment /goal</p> <p><input type="checkbox"/> At least one question focuses on advice/suggestions on goals</p> <p><input type="checkbox"/> Accurately records (writes) the responses of the interviewee</p> <p>Total: _____</p>	<p>2. <u>Timeline</u></p> <p><input type="checkbox"/> Follows Timeline Criteria Card</p> <p><input type="checkbox"/> Includes at least ten important life events</p> <p><input type="checkbox"/> At least one event shows determination and overcoming obstacles</p> <p><input type="checkbox"/> Includes at least three colored illustrations</p> <p><input type="checkbox"/> Demonstrates a span over the person's life starting at an early age</p> <p>Total: _____</p>	<p>3. <u>Mobile</u></p> <p><input type="checkbox"/> Follows Mobile Criteria Card</p> <p><input type="checkbox"/> Planets are to scale (in relation to each other)</p> <p><input type="checkbox"/> On a separate piece of paper: List two facts about each planet.</p> <p><input type="checkbox"/> Includes the date and "discoverer" of each planet.</p> <p><input type="checkbox"/> Paragraph(s) explaining obstacles that would need to be overcome in order to live on two different planets.</p> <p>Total: _____</p>
<p>4. <u>Map</u></p> <p><input type="checkbox"/> Follows Map Criteria Card</p> <p><input type="checkbox"/> Includes routes of 4 early explorers</p> <p><input type="checkbox"/> Includes all required information on note cards</p> <p><input type="checkbox"/> Correct spelling</p> <p><input type="checkbox"/> Used social studies books and other reference materials</p> <p>Total: _____</p>	<p>5. <u>Quotes</u></p> <p><input type="checkbox"/> Follows Quotes Criteria Card</p> <p><input type="checkbox"/> Includes colored, detailed illustration.</p> <p><input type="checkbox"/> Recites from memory with clarity.</p> <p><input type="checkbox"/> Includes your written response as part of your oral recitation.</p> <p><input type="checkbox"/> Clear voice/appropriate voice level</p> <p>Total: _____</p>	<p>6. <u>Oral Presentation</u></p> <p><input type="checkbox"/> Follows Oral Report /Presentation Criteria Card</p> <p><input type="checkbox"/> Speech is at least 2 minutes</p> <p><input type="checkbox"/> Focuses on an athlete who has demonstrated determination in overcoming obstacles on their way to or during their career</p> <p><input type="checkbox"/> Includes the smaller steps taken along the way as the athlete reached their goal</p> <p><input type="checkbox"/> On a separate piece of paper lists 3 facts and 3 opinions included in your speech</p> <p>Total: _____</p>
<p>7. <u>Illustrated Booklet</u></p> <p><input type="checkbox"/> Follows Illustrated Booklet Criteria Card</p> <p><input type="checkbox"/> Illustrates main story elements</p> <p><input type="checkbox"/> Describes in detail the main story elements</p> <p><input type="checkbox"/> Story emphasizes perseverance and determination.</p> <p><input type="checkbox"/> Includes title page with illustration</p> <p>Total: _____</p>	<p>8. <u>Brochure</u></p> <p><input type="checkbox"/> Follows Brochure Criteria Card</p> <p>Written as a Survival Manual. Be sure to include the following:</p> <p><input type="checkbox"/> A destination</p> <p><input type="checkbox"/> List of items needed</p> <p><input type="checkbox"/> Possible obstacles you may encounter</p> <p><input type="checkbox"/> personal qualities needed to survive</p> <p>Total: _____</p>	<p>9. <u>Comic Strip</u></p> <p><input type="checkbox"/> Follows Comic Book Criteria Card</p> <p><input type="checkbox"/> Plot focuses on adventure and overcoming obstacles</p> <p><input type="checkbox"/> Has at least 10 panels</p> <p><input type="checkbox"/> (2 pts.) Includes/ illustrates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Setting <input type="checkbox"/> Characters <input type="checkbox"/> Plot <input type="checkbox"/> Resolution <p>Total: _____</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 2: Give It All You've Got

Essential Questions:

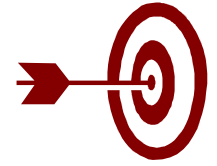
1. What is determination?
2. Does determination guarantee success?
3. Does one fail if they do not reach their goals?

← (Elements of the essential understanding) →

HM Selection	Goal	Obstacles	Examples of Personal Strengths	How was the journey towards the goal valuable even if he/she did not succeed
<i>Michelle Kwan</i>				
<i>La Bamba</i>				
<i>The Fear Place</i>				
<i>Mae Jemison</i>				

Enduring Understanding:

HM Theme: Give It All You've Got!



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