Education Language Arts

Grade 5: Module 3: Unit 1

Homework Resources (for Families)

Unit 1: Opportunities to Lead Change: Case Study: Jackie Robinson

Common Core State Standards addressed: RI.5.1, RI.5.2, RI.5.3, W.5.9b, SL.5.2, L.5.1c, L.5.1d

Guiding Questions and Big Ideas:

How have athletes broken barriers during the historical era in which they lived?

What factors can contribute to an individual's success in a changing society?

- *Athletes are presented with unique opportunities to lead change.*
- *Individuals are shaped by and can shape society.*
- *A variety of factors can influence an individual's ability to effect change.*

What will your student be doing at school?

In this unit, students are introduced to the module topic, athletes as leaders of change, through the lens of Jackie Robinson. Students read the book *Promises to Keep*, identifying factors that led to Jackie's success in breaking the color barrier in baseball as they read. They work with the text in various ways throughout the unit. In the first half of the unit, they read to determine main ideas and summarize chapters of the book. They also begin to identify different factors for Jackie Robinson's success, collecting evidence from *Promises to Keep* to support their thinking. In the second half of the unit, they listen to and summarize chapters, closely read excerpts, and think about the relationship between people and events in the text by continuing to determine factors for Jackie Robinson's success.

The Language standards that students will focus on in this unit require them to:

- L.5.1c: Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1d: Recognize and correct inappropriate shifts in verb tense.

Verb Tenses Anchor Chart

Simple Verb Tenses

Present: The simple present tense is used to show action that is happening now, or action that occurs regularly.

Past: The simple past tense is used to show events that happened in the past.

Future: The simple future tense is used to show events that will happen in the future.

Progressive Verb Tenses:

The progressive verb tenses are used to show continuing action that is happening in the present, past, or future.

Perfect Verb Tenses:

The perfect verb tenses can be used to show the sequence of an action in relation to another action.

	Present	Past	Future
Simple	*verb* **Examples:** *play/plays*	*verb* + ed **Examples:** *played* **Note: Irregular verbs do not follow the -ed rule*	will + *verb* **Examples:** *will play*
Progressive	am/is/are + *verb* + ing **Examples:** *am playing*	was/were + *verb* + ing **Examples:** *was playing*	will be + *verb* + ing **Examples:** *will be playing*
Perfect	has/have + *verb* + ed Examples: *have played* ** Note: Irregular verbs do not follow the -ed rule*	had + verb + ed **Examples:** *had played* ** Note: Irregular verbs do not follow the -ed rule*	will have + *verb* + ed **Examples:** *will have played* ** Note: Irregular verbs do not follow the -ed rule*

How can you support your student at home?

- Read stories and informational books about baseball, and about the desegregation movement in the United States.
- Encourage your student to tell you the main ideas of informational texts you read together, and to provide key details.
- Encourage your student to summarize informational texts you read together.
- Watch documentaries about Jackie Robinson and the desegregation movement.
- Visit museums or exhibitions about Jackie Robinson and the desegregation movement.
- When your student is writing, remind your student to use the appropriate verb tense.

Unit 1: Homework

The homework in this unit focuses on research reading and verb tense.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes each day and responding to a prompt of choice in the front of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the back of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary:** words you might find in informational texts on many different topics. For example, *challenges*, *questions*, and *explain* are words that could be found in books on any topic.
- In the back, students record new **topic vocabulary:** words about a particular topic. For example, *tadpoles*, *frogspawn*, and *amphibian* are words that could be found on the topic of frogs.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
1	Students infer the topic and explore the unit anchor text, *Promises to Keep*. Students also choose their independent research reading books for this topic.	1. Read and reflect on the module guiding questions	**1. Lesson 2**. Students are not required to hand in anything—they just need to be prepared for a reflective discussion if they have something they would like to share with the group (not mandatory).	
2	Students begin reading *Promises to Keep*, thinking about the main ideas and key details of the chapter read.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
3	Students summarize the chapter read in *Promises to Keep* from Lesson 2.	1. Language Dive Practice I: *Promises to Keep* 2. Research reading and answering prompt	**1. Lesson 5** 2. Teacher will check independent reading journals strategically.	
4	Students read a new chapter from *Promises to Keep*, determining the main ideas and key details and summarizing the chapter.	1. Language Dive Practice II: *Promises to Keep* 2. Research reading and answering prompt	**1. Lesson 5** 2. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date*
5	Students read a new chapter from *Promises to Keep*, determining the main ideas and key details and summarizing the chapter and answering selected response questions about what they have read for the mid-unit assessment. Students begin to identify and gather evidence of factors leading to Jackie Robinson's success.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
6	Students listen to and summarize a new chapter from *Promises to Keep*. They continue to identify and gather evidence of factors leading to Jackie Robinson's success, working with a partner to write a paragraph about this.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
7	Students listen to and summarize a new chapter from *Promises to Keep*. They continue to identify and gather evidence of factors leading to Jackie Robinson's success.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
8	Students closely read an excerpt from a new chapter from *Promises to Keep*, working with partners to identify and explain a factor that led to Jackie Robinson's success.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
9	Students closely read an excerpt from the chapter begun in Lesson 8, working with partners to identify and explain another factor that led to Jackie Robinson's success.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
10	Students finish reading the chapter begun in Lesson 8 and then work in groups to create a timeline of important events in Jackie Robinson's life. They use the timeline to orally summarize the chapter.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
11	Students read a new chapter from *Promises to Keep* and continue to identify and gather evidence of factors leading to Jackie Robinson's success.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
12	Students finish reading *Promises to Keep*, listening to an excerpt from the final chapter and summarizing it, and answering selected response questions about it for the end of unit assessment.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

*Teacher note: Please complete the Anticipated Date column according to your schedule.

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **free choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol—for example, an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2017

Book Title and Author: Divided Loyalties by Gare Thompson

Pages Read: 14–18

Prompt: Describe in depth a character in the text using details from the text.

Response: Robert is very loyal to the king. Even after losing a customer because he is loyal to the king, he explains that he will continue to be loyal. He says to William, "William, we are loyal to the king, and that's final!"

Independent Reading Prompts

Consider using the following independent reading prompts**:

- What is the theme or main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in other lessons?
- Describe in depth a character in the text using details from the text.
- Describe in depth a setting in the text using details from the text.
- Describe in depth an event in the text using details from the text.
- Choose one new word from your reading today and analyze it on a vocabulary square:

<table>
<tr><td>Definition in your own words</td><td>Synonyms (words that mean the same)</td></tr>
<tr><td>Break up the word using this chart:
<table><tr><th>Prefix</th><th>Root</th><th>Suffix</th></tr><tr><td></td><td></td><td></td></tr></table></td><td>Words with the same affix or root</td></tr>
<tr><td colspan="2">Translation in home language
(where appropriate):</td></tr>
</table>

**Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Language Dive Practice I: *Promises to Keep*

Name: _____ **Date:** _____

Complete the sentence frames below, matching the meaning of the sentence with the verb tense conveyed.

I learned _____ last year.

I am learning _____ this year.

Sketch your sentences.

What happened in the past (I learned)	Continual action happening now (am learning)

Underline the verbs below, and cross out the inappropriate shift in verb tense.

When our class went on a field trip, it causes us to get really excited!

Rewrite the sentence below, using the appropriate shift in verb tense throughout.

_____

_____

Language Dive Practice II: *Promises to Keep*

Name: _____ **Date:** _____

Complete the sentence frames below, matching the meaning of the sentence with the verb tense conveyed.

I ate _____ yesterday for lunch.

Tomorrow, I will eat _____ for lunch.

Sketch your sentences.

What happened in the past (I ate)	What will happen in the future (will eat)

Underline the verbs below, and cross out the inappropriate shift in verb tense.

When I was younger, I will love to play outside.

Rewrite the sentence below, using the appropriate shift in verb tense throughout.

_____

_____